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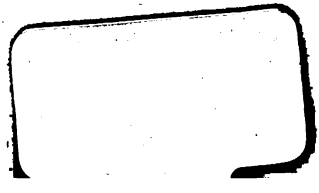
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ANNUAL REPORT

OF THE

PUBLIC SCHOOLS

OF COUNCIL BLUFFS,

FOR THE

Scholastic Year 1890-'91.

COUNCIL BLUFFS, IOWA:
THE GLOBE PRINTING AND PUBLISHING CO.,
1891.

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BOARD OF EDUCATION.

	Place of Business.	*Term Expires.*
LUCIUS WELLS, -	Main St. and Fourteenth Ave. - -	1893
JOHN SCHOENTGEN, -	119 South Main St. - - -	1892
CHAS. B. WAITE, -	525 Seventh St. - - - -	1893
WM. C. STACY, -	Opera Block - - - - -	1894
FRANK M. HUNTER,	Government Building - . -	1892
LEE M. SHUBERT, -	Broadway and Twenty-Fourth St. -	1894

OFFICERS.

LUCIUS WELLS, - - - - - - - - -	*President*
GEO. C. BROWN, 319 West Broadway, - - -	*Secretary*
JOHN W. PEREGOY, 28 South Main St., - - -	*Treasurer*
HUGH W. SAWYER, Bloomer Building, - . -	*Superintendent*

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STANDING COMMITTEES.

Teachers, Rules, Text Books and Course of Study,
JOHN SCHOENTGEN AND W. C. STACY

Grounds, Buildings and Repairs,
C. B. WAITE AND JOHN SCHOENTGEN

Janitors and Supplies, - W. C. STACY AND L. M. SHUBERT

Finance, - - - - F. M. HUNTER AND C. B. WAITE

Fuel and Heating Apparatus, L. M. SHUBERT AND F. M. HUNTER

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PRESIDENT'S ANNUAL REPORT.

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HIGH SCHOOL—HIGH SCHOOL AVENUE.

SEATING CAPACITY 300.

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HIGH SCHOOL—HIGH SCHOOL AVENUE.

SEATING CAPACITY 300.

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PRESIDENT'S REPORT.

THE attention of citizens, taxpayers, and all interested in our City Schools, is invited to the following pages:

It has been the aim of the Board of Education and the Superintendent to give here such information as might be desired by any one taking a sufficient interest in our schools to investigate.

To presume that none save our own citizens are interested would be a great mistake, as the whole country, or it might be said, the whole world, is interested in the good government and management of these schools.

A few years hence the pupils now in our schools will be scattered through all parts of our own country, and perhaps through all parts of the world, and their actions through life must be affected, in a measure at least, by the education and the impressions obtained here.

For reason that so many are interested, and in order that each teacher and each family in the District patronizing the schools may know the rules governing the same, the Board has arranged for the issue of a large number of these pamphlets.

The following report of the Committee on Teachers, will

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give the number of same, and their assignment to the different buildings for the last year.

REPORT OF COMMITTEE ON TEACHERS.

MR. PRESIDENT: In compliance with your request for a general review of statistics and work pertaining to this Committee, we beg leave to submit the following:

The total number of teachers employed during the year 1890-91 was eighty-five; an increase of twenty during the past two years. They were assigned to the following buildings:

High School	5	Washington Avenue	14
Bloomer	9	Hill	8
New Pierce	8	Third Street	6
Twentieth Avenue	6	Eighth Street	4
Eighth Avenue	4	Second Avenue	5
Twenty-ninth Street	1	Avenue B,	2
Fifteenth Street	2	Old Pierce	2
Clark	1	Woodbury	1
Gunn	1	Substitutes	4
Writing Teacher	1	Music Teacher	1

Total number of teachers 85

The increase in the number of teachers during the past year is due to the establishment of the following schools:

Second Avenue, three teachers.

Addition to Twentieth Avenue, two.

Addition to Twenty-ninth Street, one.

Additional room in Bloomer, one.

Additional room in Old Pierce, one.

Assistant to Principal of Washington Avenue, one.

Assistant to Principals of Bloomer, Hill and Pierce, one.

In regard to time of service of the teachers of the Council Bluffs Schools, it can be said that nearly one-half of the total number of teachers have served the district six years and over. A majority of the other half have served from three to four years, and the remainder from one to three years.

Touching upon the subject of teachers' certificates, the Committee have had it demonstrated to their fullest satisfaction that the rule limiting or prohibiting an increase of salary to a

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teacher holding any other than a first grade certificate had a wonderful effect on those who exhibited gross lethargy in their studies, or who failed to show or entertain a desire for promotion to a higher sphere in their educational work. Your Committee simply state that with but very few exceptions all teachers during the past year were able to procure first grade certificates from the County Superintendent.

When we take into consideration the sex of the teachers employed in our schools, viz: males, four; females, eighty-one, it is probable that a good and intelligent minority of the patrons and community may evince astonishment at the disproportionate distribution of positions so largely and almost unanimously in favor of the female sex. An experience of three long and weary years on the School Board and on the Committee on Teachers will, however, bring about a most thorough and complete change of views and sentiment, and the most sceptical of all will not fail to coincide with us in the opinion that the American female teacher is in many, many respects the superior pedagogue for pupils ranging in age from five to thirteen years. Do not understand us, Mr. President, that this state of affairs exists generally the world over. In Germany, France and Austria, the male teachers largely predominate, and only within the last fifty or seventy-five years have schools of pedagogy been provided for the instruction of female teachers. Thus, their numerical strength is gradually increasing. In Great Britain and Sweden, as well as in our own country, the number of female teachers is largely in excess of that of male teachers. The speculative and money grasping spirit of our young men, their desire to improve their financial condition by embarking in the mercantile business, very often following the more lucrative professions, such as awyers, doctors, engineers and artists, and then, on the other hand, the comparatively small salary or compensation for such a laborious and trying position as teacher, all have a tendency to alienate them from whatever desire they might have once manifested in favor of the teachers' profession, and it makes it exceedingly difficult for school boards to procure the services of first-class and trained male teachers. It is, therefore, not to be wondered at that the proportion of female applicants for positions as teachers is almost twenty-five to one for male teachers. At least, such has been the experience of your Committee for the past three years.

In conclusion, we desire, in connection with this report and statement of facts, to convey to you the exceedingly gratifying information that, notwithstanding the questionable *modus operandi* of electing teachers, necessarily made so by the change of the personnel of one-third of the members of the Board of Education every year, and various other shortcomings that can be remedied by acts of the legislature only, and not necessary to point out at this particular time but familiar to most thinking people, the corps of teachers employed in our schools ranks in efficiency with that of the schools of any city of this State or other States, and is far above that of many larger places in the country. It should be the duty of the

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Board, and particularly that of the Teachers' Committee, to exercise due diligence and care in the selection of teachers and guard as much as possible against influence for personal or political motives. If this is not heeded, it will be but a few years when old, tried and competent teachers must give way to young and inexperienced girls at the expense of the pupil and taxpayer.

Respectfully,

JOHN SCHOENTGEN, *Chairman.*

Heretofore the High School has been located in the Washington Avenue Building, but owing to the steady increase in the number of pupils in the Grammar Grades in the part of the city where that building is located, and owing to the fact that next year the attendance in the High School will be much larger than heretofore, the Board found it necessary to make a change, and to separate the High School from the Grammar Grades. And for that reason it was decided to use the building heretofore known as the Hill Building, located on High School Avenue, for High School purposes, and that building is now in course of preparation.

At the election in March, 1890, the Board was authorized by vote of the people to issue bonds not exceeding twenty thousand dollars in amount, for the erection of a building in the western part of the city, and was also authorized to issue bonds not exceeding ten thousand dollars in amount to erect a building on or near Harrison street.

In accordance with that vote the six room building now known as the Second Avenue School was erected in 1890.

It was found necessary also to build an addition of two

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rooms to the Twentieth Avenue Building in the southern part of the city.

And there is now in course of construction a four room building on Harrison street, which should be ready for occupancy within a few weeks.

To accommodate those in the extreme western part of the city and north of Broadway, it was found necessary last fall to open a new school, and the Baptist church on Twenty-ninth street was rented for that purpose, and will be occupied again the coming year.

And to accommodate those in the southwestern part of the city, south of Broadway, a building on Broadway, between Thirty-fourth and Thirty-fifth streets has been rented.

The following detailed report made by Mr. C. B. Waite, Chairman Committee on Buildings and Grounds, will show property owned by the District and used for school purposes:

REPORT OF COMMITTEE ON BUILDINGS AND GROUNDS.

To the Board of Education: The rules of the Board make it the duty of this Committee to have a general supervision of all real estate belonging to the District. We have endeavored to see that all the buildings were kept in good condition, suffering no loss from neglect, and to make all necessary repairs promptly when needed. The insurance is well provided for according to your instructions. The property of the District now being used for school purposes and under contract can safely be estimated at over $300,000. With ten large buildings and seven small ones, the duties of this Committee are of no small magnitude. There has been very little expense incurred for repairs in the past two years in the way of painting and cleaning the inside of the buildings, but during the present vacation we are giving most of the large buildings a thorough renovating. The work is now under way, or already done. Your Committee have done all they thought necessary to keep buildings in a safe, well ventilated and healthy condition at all times, never losing sight

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of the fact that all contracts and repairs must be attended to personally, to insure the best possible results for the least amount of expense.

We also submit a somewhat detailed statement of the different buildings, their location and number of rooms in each:

High School, commonly called Hill School, is situated on High School Avenue and Glenn Avenue. Contains seven school rooms, and a large assembly room, so necessary to the use of the High School classes, and is the only building suitably arranged for the High School of the city, and is located in a beautiful grove of forest trees on the hill overlooking the city and the Missouri River to the west. The grounds surrounding this building have been recently improved to the amount of several hundred dollars, which we think will add considerably to the pleasure and success of the High School department.

Washington Avenue School, Washington Avenue and North Main Street, contains eighteen school rooms, also the rooms of the Board of Education. Heated by steam.

Bloomer School, Willow Avenue and Seventh Street, contains eleven school rooms; also contains office of City Superintendent.

New Pierce School, Pierce Street and Franklin Avenue, contains eight school rooms. Heated by furnace.

Third Street School, Third Street and Eleventh Avenue, contains six school rooms. Heated by furnace.

Twentieth Avenue School, Twentieth Avenue and Ninth Street, contains six school rooms. Heated by steam.

Second Avenue School, Second Avenue and Twenty-fourth Street, contains six school rooms. Heated by steam.

Eighth Street School, Eighth Street and Avenue F, contains four school rooms.

Harrison Street School, Harrison Street and McGee Avenue, contains four school rooms. Heated by furnace.

Eighth Avenue School, Eighth Avenue and Sixteenth Street, contains four school rooms.

Pierce School No. 2, Broadway and Little Frank Street, contains two school rooms.

Fifteenth Street School, Fifteenth Street and First Avenue, contains two school rooms.

Avenue B School, Avenue B and Twenty-fifth Street, contains two school rooms.

Gunn School, Upper Broadway, contains one school room.

Clark School, Franklin Avenue, contains one school room.

Woodbury School, Woodbury and South Avenue, contains one school room.

The District have rented the Baptist Church on Twenty-ninth Street and Avenue C for the present school year, as the best they can do for the present.

C. B. WAITE,

Chairman Committee on Buildings and Grounds.

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The report of Hon. W. C. Stacy, Chairman Committee on Janitors and Supplies, shows that the salaries of Janitors range from $7.50 per month for one room buildings to $115.00 per month for the Washington Avenue Building, the Janitors' salaries for the year having amounted to the sum of $6,231.20.

His report also shows expenditure for supplies to the amount of $1,231.54, and for furniture and desks $834.90, this latter item being mostly for seats and furniture for the school-house on Second Avenue.

The report of Mr. L. M. Shubert, Chairman Committee on Fuel and Heating, shows that, of the seventeen school buildings, five are heated by steam, four heated by furnaces, and eight heated by stoves, and that for heat during the last year there were required eleven hundred tons of soft coal, and forty cords of wood, the total expenditure for same being $3,756.57.

His report also shows that an expenditure of about $4,200.00 will be required during the summer to repair the heating systems of the different buildings, nearly one-half of this being required in the High School Building and in the Bloomer Building, this in consequence of changes in the heating systems of those buildings found to be imperative.

All property owners and taxpayers will be interested in the report of the Chairman of the Finance Committee, Mr. F. M. Hunter, which follows, and which shows the bonded debt of the District, when payable, and the rate of interest,

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and also shows the expense of maintaining our schools for the past year.

REPORT OF THE FINANCE COMMITTEE.

To the Honorable President of the Board of Education: We have the honor of presenting the financial statement for the year ending August 15, 1891, and beg leave to report that all bills presented have been passed upon by the Board, and those approved and vouchers presented, have been paid; that all matured bonds and interest coupons have been paid in cash and we have on hands in the schoolhouse fund $5,079.02; contingent fund, $10,019.30, and the teachers' fund, $31,769.68, making a total of $46,868.00. All of the property of the District is free from encumbrance and all of the liabllities are evidenced by the out standing bonds hereinafter set forth; and we deem it proper to state that all of the money derived from the issuance and sale of these bonds has been expended in the construction of schoolhouses.

On September 2, 1890, we paid off the last of the issue of twenty-five thousand dollar bonds made September 1, 1880.

We call attention to the large sum of money on hands in the teachers' fund over and above our necessities, and as this can not be used for any other purpose than the payment of teachers, we recommend that the future assessments for this fund be reduced about thirty per cent and a like amount be added to the assessment for the schoolhouse fund, the same to be applied in liquidating the bonded indebtedness. By making this change we do not increase the burden of taxation, we will reduce the teachers' fund about $12,500.00, leaving on hand over and above the necessities in that fund about $15,000.00, and when applied upon the bonded indebtedness will make a saving of interest to the District of about $750.50 per year.

During the year we paid the superintendent and teachers salaries which compare very favorably with those paid in the first-class cities of this State, those of the teachers in the Primary and Grammar Grades being higher than any other city in the State excepting one, and were as follows:

Superintendent ..... $2,000.00 per year.

HIGH SCHOOL.

Principal	$1,200.00	per year.	
First Assistant	$120.00	per month	for ten months.
Second Assistant	100.00	"	"
Third Assistant	75.00	"	"
Fourth Assistant	70.00	"	"

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PRIMARY AND GRAMMAR GRADES.

First year in graded work	$40.00	per month	for ten months.
Second year in graded work	45.00	"	"
Third year in graded work	50.00	"	"
Fourth year in graded work	55.00	"	"
Fifth year in graded work	60.00	"	"

Sixty dollars per month being the highest salary paid. Principals are paid in addition to the above, five dollars for the first two rooms and one dollar for each additional room per month. Writing and music teachers were paid sixty-five dollars per month.

Our receipts and disbursements were as follows:

CONTINGENT FUND.

Cash on hand August 15, 1890		$ 9,497.01
Received from County Treasurer	$23,274.13	
Received from tuition non-resident scholars	114.21	
Received from High School Commencement	6.50	
Total		$32,291.85

PAID FOR	AMOUNT.
Furniture and desks	$ 834.90
General supplies	1,231.54
Lumber	291.28
Sidewalks	161.98
Insurance	337.40
Stoves	34.90
Gas	46.40
Abstracts of title to lots	30.00
Perfecting title to lots	10.00
Surveying	12.00
Recording deeds	4.50
Making election register	40.00
Election expenses	140.00
Twentieth Avenue Building—	
Mason work	77.65
Heating Apparatus	1,676.00
Second Avenue Building—	
Carpentering	1,500 00
Heating Apparatus	1 006.50
Blinds	150.00

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Amounts forward	$ 7,585.05	$32,891.85
Architects	550 00	
Attorneys' fees	77.00	
Medical expert	5.00	
Expressage	2.75	
Drayage	3.00	
Plumbing	253.66	
Labor	164.62	
Rents	256.00	
Janitors	6,231.20	
Secretary	325.00	
Rapairs on Schoohouse and Grounds	1,296.28	
Grading	244.27	
Diplomas	91.25	
Telephone	58.90	
Winding Bloomer clock	40.00	
New clocks and repairs	51.25	
Taking school census	133.81	
Printing	223.45	
Special assessment	1,438.37	
Repairs on heaters	65.74	
Fuel	3,726.57	
Physiological manakins	180.00	
Stenographer	20.95	
Postage	2.00	
Miscellaneous	19.31	
	$23,045.43	
Orders outstanding	162.88	22,872.55
Cash on hand August 15, 1891		$10,019.30

SCHOOL HOUSE FUND.

Cash on hand August 15, 1890	$ 7,064.71	
Received from County Treasurer	10,315.60	
Received from sale of bonds	15,000.00	
		$32,380.31

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Amount forward		$32,360.31
PAID FOR		
Addition to Twentieth Avenue Building	$ 3,400.00	
Second Avenue Building	12,918.55	
Lots on Harrison Street	1,500.00	
Grading lots on Harrison Street	337.65	
Architects	970.09	
Bonds	2,500.00	
Interest on bonds	5,675.00	$27,301.29
Cash on hand August 15, 1891		$ 5,079.02

TEACHERS' FUND.

Cash on hand August 15, 1890	$28,001.85	
Received from County Treasurer	47,412.78	
Received from State appropriation	3,155.35	
		$78,569.99
PAID		
Superintendent	$ 183.33	
Superintendent	1,333.28	
Writing teacher	650.00	
Music teacher	650.00	
Teachers	44,019.30	
	46,835.91	
Orders outstanding	35.60	$46,800 31
Cash on hand August 15, 1891		$31,769.68

RECAPITULATION.

Cash on hand contingent fund	$10,019.30
Cash on hand schoolhouse fund	5,079.02
Cash on hand teachers' fund	31,769.68
Total	$46,868.00

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BONDED INDEBTEDNESS.

Total bonded indebtedness $110,000.00, all of which is payable as in the following statement set forth, and at any time prior thereto as the Board may direct:

Dated	Payee	Where Payable	No	Amount of each	Total Amount	Int.	When Due
Jan 1, 1884	Waukesha Nat'l Bank	First Nat'l Bank New York City	26	$ 500 00	$13,000.00	6	Jan. 1, 1894
Mch 20, 1884	J. W. & E. L. Squire	C. B. Savings Bank Council Bluffs, Ia	6	500.00	3,000.00	6	Mch 20, 1894
June 2, 1884	Burnham, Tulleys & Co	Gilman, Sons & Co. New York City	39	1,000.00	39,000.00	6	June 2, 1894
Oct. 1, 1888	S. A. Kean & Co.	S. A. Kean & Co. New York City	40	1,000 00	40,000.00	5	Oct. 1, 1898
Jan. 1, 1891.	S. Farnsworth	Kountze Bros. New York City	30	500.00	15,000.00	6	Jan. 1, 1901

All of which is respectfully submitted this 15th day of August, 1891.

F M. HUNTER,

Chairman Finance Committee.

Doubtless some taxpayers may think the expense of maintaining the schools too high, and that the expenditure for school property has been too much, but then the good citizen, having the welfare of the pupils, of the community, and of mankind in general at heart, will make no complaint of these taxes, provided the schools are properly managed, and the money properly expended.

While the expense of maintaining our schools is not the minimum, it is below the average when compared with some other cities.

The report of the Omaha School Board for the year 1890, shows the cost per month per pupil in the Grammar

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Grades to have been $3.10, while in our schools for the year just ended the cost per month per pupil was $1.94. The same report of the Omaha School Board shows the cost of tuition for the year in the High School to have been per pupil $84.44, while in our High School the cost per pupil was $39.00.

While there are some other cities which show a smaller cost per pupil in both the High School and in the Grammar Grades than in our own, it is not believed that the schools of any city are maintained and managed in as good a manner as our own at any less expense per pupil.

Nearly all citizens are familiar with the act of the Legislature of our State passed at its last session, authorizing and empowering Boards of Directors of School Districts to enter into five year contracts for text books and supplies, the same to be paid for out of the contingent fund, and furnished to pupils at cost.

Desiring to secure to the pupils and the patrons of the schools all the advantages possible, the Board, acting under and by authority of the law, have contracted with different publishing houses for text books for a period of five years. Under this arrangement pupils can obtain books at much lower figures than heretofore.

In contemplation of the action recently taken by the Board in entering into contract for the purchase of text books, the members of the Board, together with the

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Superintendent have, during the last few months, devoted much time to the examination of text books.

It was found that in order to keep along with the progress of the age some changes of books were necessary. A list of those adopted will be found on another page.

The Superintendent and the Board have the satisfaction of knowing that the selection of books is pronounced the best by the Principal of the High School, many of the teachers, and other educators as well.

Some important changes have been made during the last year, but it has been the aim of the Board, upon advice of the Superintendent, to make such changes gradually, and in a manner to preserve harmony.

Among those changes may be mentioned the re-introduction of the spelling book, which was banished a few years ago.

The study of the English language, heretofore optional, will be required of all pupils.

The study of English Composition will also be required in the High School.

Drawing, never before taught in our schools, has been added to the course.

Also, a business course has been added, this for the special benefit of the boys.

The members of the Board have a feeling of satisfaction, arising from the belief that our schools have improved much during the last year, notwithstanding the fact that there were many obstacles in the way of their progress, and that they

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are now modern and progressive, and will compare favorably with those of any other city.

And the Board desire here to express their appreciation of the fact that the improvement is the result of the good work done by the efficient corps of teachers, and especially that done by Superintendent Sawyer, to whom not only the teachers but the members of the Board as well, have looked for advice.

Coming to us as he did three months after the commencement of the school year, consequently finding the work more difficult, and although almost a total stranger, and a gentleman of decidedly modest bearing, he at once impressed our teachers with confidence in his scholarship and thorough mastery of every detail of graded school work.

The changes thus far recommended, that of adding Language to the graded course—requiring pupils to study the English language—and substituting the Daily Record for the effete Written Examination system of promotions, are all in keeping with the spirit of progress with which teachers and pupils have been inspired.

In closing, we desire to impress on the minds of all interested, that in order to maintain good schools it is necessary that the Board, the Superintendent and the teachers have the help and support of all parents, citizens and others interested. If any there are who have feelings arising from personal prejudice or political belief, those feelings should be banished, and with a united effort we will have schools of which all will be proud.

LUCIUS WELLS, *President of the Board.*

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WASHINGTON AVENUE SCHOOL—WASHINGTON AVENUE AND MAIN STREET.

SEATING CAPACITY 900.

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WASHINGTON AVENUE SCHOOL—WASHINGTON AVENUE AND MAIN STREET.

SEATING CAPACITY 900.

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SUPERINTENDENT'S REPORT.

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SUPERINTENDENT'S REPORT.

To the Board of Education:

GENTLEMEN: In compliance with your rules and regulations, I have the honor to submit my first annual report for the year ended June 26, 1891.

As showing the growth of the city for the past year, the fact is here cited that eighty-five teachers were required in the schools against seventy-five the previous year. To meet the demand for more room, not only have the Board been compelled to rent buildings, but the year has witnessed the completion of what is known as the Second Avenue School, located on Second Avenue, near Twenty-third Street. It is a handsome building of six rooms, five of which have been occupied since March 18. In response to a demand for more room, a new four room building is now in course of construction on Harrison street and will be occupied October 1. It is gratifying to note that we live in a prosperous, growing city, but this ever increasing demand for more buildings cannot be met without some sacrifice of the public good. The erection of small buildings in response to pressing demands for school privileges accommodates many people, but it also discommodes many others. Necessarily, only the lower grades are taught in the small buildings, and this

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condition compels pupils who belong in seventh and eighth grades to walk long distances to school. The principle of the greatest good to the greatest number would demand the erection of not less than four buildings, at convenient places, from which pupils might enter the High School, whereas at present there is but one such building in the city—the Washington Avenue School.

LA GRIPPE AND MEASLES.

The attendance the past year has been seriously affected by the prevalence of epidemics. At one time in March, it was estimated that 1,200 children in the city were prostrated with la grippe and measles. Be this as it may, the Board thought it advisable, by reason of the unusual prevalence of epidemics, to dismiss the schools. In studying the tables presented elsewhere, this fact should be kept in mind.

SOME CHANGES.

No attempt has been made to revolutionize the course of study, but, two additions, looking to improvement, have been recommended and adopted—Language and Drawing. There can be no question of the practical value of language study. English speaking pupils must be able to speak and write the English language according to established usage. The occasions in life that will call out what pupils know of arithmetic, geography and history will be few, but their ability to speak their mother tongue is put to daily and hourly tests. By these tests will the public largely measure their scholarship. The importance, therefore of adding a

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course of instruction in Language will not be questioned—since the primary purpose of this course is to enable pupils to acquire the art of expression. Nor can there be any question of the value of Drawing as a part of a thorough course of study. Years ago it was compelled to fight hard for a place, but today every well regulated and progressive city places Drawing in its public school course. This branch has paved the way for the extensive systems of industrial training to which many American cities point with pride. Under the instruction of a special teacher, it is confidently believed our pupils will make rapid advancement the coming year.

In January last I recommended that the study of English Composition be mandatory upon *all* pupils in the High School. The recommendation was at once concurred in by the Committee on Course of Study, and I believe time will prove the wisdom of this requirement. It is well enough for pupils to study German and Latin—and I do not underestimate the value of these branches—but the national language of the United States is not Latin nor German, but English. The recent utterances of the Emperor of Germany on this point are significant. In referring to the basis of instruction in the High Schools of Germany he maintains that "it ought to be German, and that the principal aim should be to turn out Germans instead of youthful Greeks and Romans." What is true in Germany is equally true in the United States. *The basis of public instruction in the High*

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Schools of every country must be the ability to accurately speak and write the language spoken by the people of that country. Conforming to this idea, the requirement is now made that *all* pupils in the Council Bluffs High School are henceforth to complete the course in English Composition, whether they pursue the Business, the English or the Classical course. Let no one say this is a stab at German and Latin. The reader puts no higher estimate upon the value of these languages than the writer. Either the German or the Latin is vastly purer and more consistent than the English language. But this is not a question of purity or strength. It is simply a question of whether English or some foreign language should be made the basis of instruction in a land of English speaking people. Macvane's brief but admirable work on Political Economy has also been added, in the belief that our graduates should not be permitted to go out into the world without some knowledge of the great economic questions of Free Trade and Protection, Labor and Capital, International Exchange, etc.

VISITATION.

It is recommended that the Board continue the plan adopted in February, of permitting each teacher in the city to visit at least two half days in each semester. One teacher may be strong in everything but government; she is directed to visit a teacher in the same grade who is especially strong in government. Another teacher may be weak in reading; she is sent to visit one who is strong in teaching reading.

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Possessed of a thorough acquaintance with his teachers, a superintendent, through this medium of visitation, may largely aid them—especially the young and inexperienced—to strengthen and improve themselves for professional work.

PROMOTIONS.

With the commencement of the second semester of the past year a change was announced in the method of promoting pupils. For many years written examinations had been made the basis of promotion throughout the schools of the city. Coming among you a stranger, I hesitated to interfere with established custom, and, but for radical convictions, should have adhered to that custom. However, the daily record has been substituted for the written examination, as being the only true basis for promotion, and although the time has been too limited for a satisfactory trial test, I believe I may safely state that the change has been satisfactory alike to parents, teachers and pupils. To parents, because the almost universal sentiment among them is that the written examination is preceded by nervous strain and irritability, and followed by nervous prostration. To teachers, because the work of rating pupils is evenly distributed throughout the year, and not forced upon them with high pressure and confusion in the last few days thereof. To pupils, because a large majority of them prefer to be promoted on their daily work, realizing that this is fairer than the method of basing everything upon one single examination—of centering failure or promotion in the answers to ten questions. So far as I

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have heard expressions of the city teachers, the universal sentiment is that the character of daily recitations is much higher than under the old system. This is a logical sequence. Under the written examination system there is little incentive to daily work. Many pupils are indifferent to study throughout the term. Knowing that promotion will be based solely upon their answers to certain questions, they reserve their energies for the last month of school when the cramming process begins. All this is avoided by a system of class records, as pupils realize that they will be promoted or fail, just as their work *every day of the year is good or bad.* This record system has many other advantages over the written examination as a test for promotion. One of these advantages is that it brings the teacher into closer touch with her pupils, forcing upon them a realization that promotion rests with them and their teacher, not with them and the superintendent or principal. Here is an incentive to good daily work. Another advantage of the daily record system is that it acts as a net to catch that class of bright, quick pupils—known to every experienced teacher—who, while rarely looking at a book, or reciting a satisfactory lesson, are nevertheless able to slip through the holes in the examination net. The daily record thus promotes only the worthy. A third advantage of the record system is that it gives all pupils in our schools a standing, whereas under the old system only those were given a standing who were in school and *examined.* For example: A lady who, in January last, moved from Council

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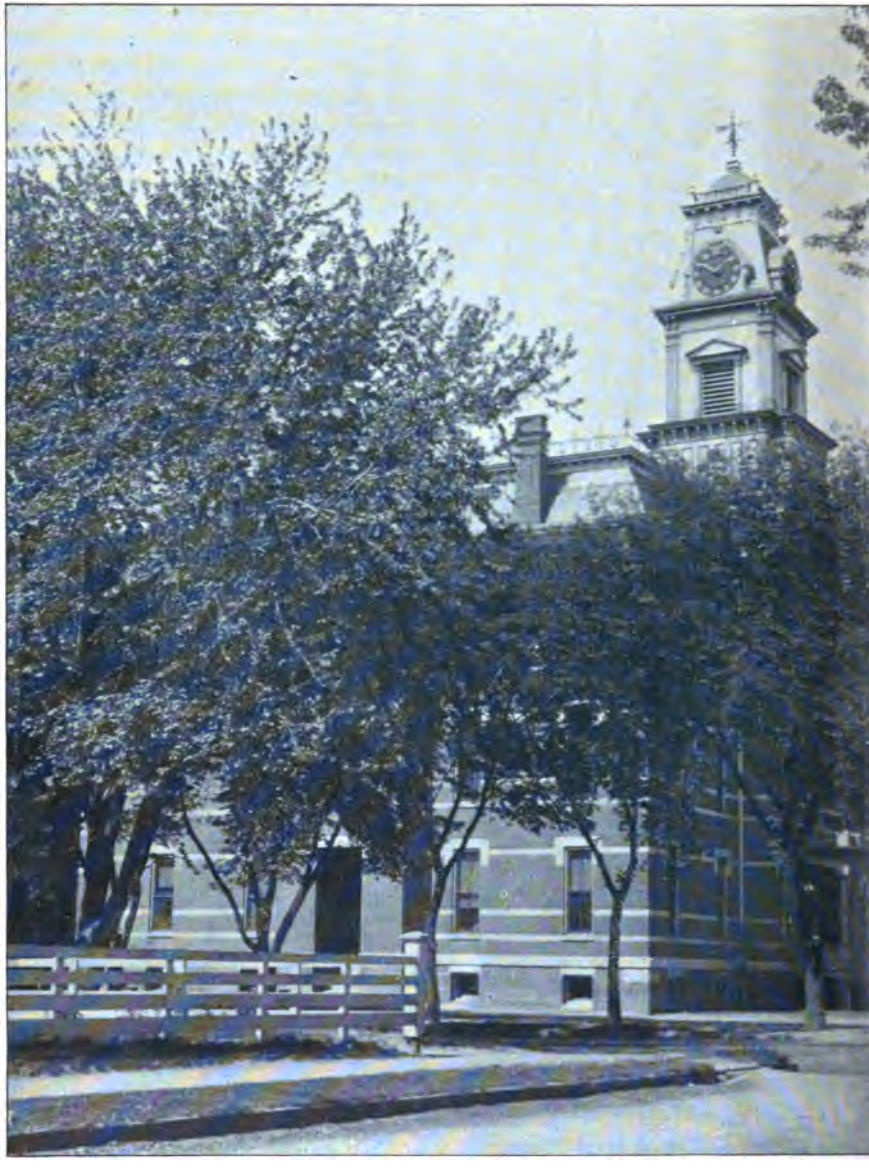

BLOOMER SCHOOL—WILLOW AVENUE AND SEVENTH STREET.

SEATING CAPACITY 500

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Bluffs to Chicago, wrote me, stating that her daughter requested her per cents for the scholastic year 1889-90, with a view to entering the Chicago High School. An investigation disclosed the fact that though the young lady had been a pupil here almost an entire term, she had no standing because she had left school on account of sickness, two weeks before the close of the semester. Under the present system, it is possible to give the standing of any pupil who has attended the Council Bluffs schools one week, one month, or one year. At the same time, it is not to be inferred that no discrimination is made between absentees and regular attendants. Absence must be limited to a certain period of the whole time, or promotion does not follow. The system of records used in our schools is not complicated but very simple and easily learned.

WHAT EDUCATORS SAY.

Superintendent O. C. Scott, Oskaloosa: "Without doubt the best pedagogical authority is everywhere overwhelmingly opposed to the idea of written examinations as a means of determining fitness for promotion."

Wm. B. Harlow, Ph. D., Syracuse, N. Y.: "An evil of written examinations is the marking of papers—as the estimates of instructors differ so much in this matter that a designing student soon finds it quite an object to learn which teachers are most lenient."

Superintendent Aaron Gove, Denver: "Examinations for

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promotion, except where special requests are made, are found to be unnecessary."

Superintendent Burke, Manchester, N. H.: "I do not favor the percentage examination as a necessary step for promotion, owing to the evils of nervousness engendered by this system."

Superintendent J. B. Young, Davenport: "The announcement to the pupils that no promotions shall be determined by any set or series of examinations during the year, was instantly signalized by increased attention to study."

The St. Paul Board having abolished the written examination as a basis for promotion, Superintendent Gilbert, after a year's experience, says: "No one would be willing to go back to the old method, the agony and wasted time of the examination ordeal."

Superintendent E. E. White, Cincinnati: "No one familiar with graded schools in cities need be told that the uses of the written examination for promotion and measuring the success of schools and teachers, have been the prolific source of bitter jealousies and rivalries between schools and teachers, and that they have otherwise been attended by serious evils. They have perverted the best efforts of teachers and narrowed and grooved their instruction; they have occasioned and made well nigh imperative the use of mechanical and rote methods; they have occasioned cramming and the most vicious habits of study; they have caused much of the over-pressure charged upon the schools, some of which

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is real; they have tempted teachers and pupils to dishonesty; they have permitted a mechanical method of supervision."

Superintendent J. W. Anderson, San Francisco: "The system of promotion and graduation of pupils recommended by the Superintendent in 1887, and adopted by the Board of Education, has proved to be a success; so much so that there will be no danger of the department again resorting to the effete system of written examinations. *The most prominent cities now make very little account of written examinations. It is to be hoped the time is near when they will in all places be relegated to the shades. The trend of reform in this particular is in the right direction. The standing of pupils during the year should determine their status at the close thereof.*"

Many other citations from educators equally prominent might be made, but these will suffice to show that the trend of pedagogical opinion is unmistakably toward the daily record as the true basis for promotion. The written examination, or review, has its legitimate place in school work, but it is not to be used as the basis for advancing pupils from one grade or class to another.

NUMBER.

The number work of our schools is far above the average. In the course of the past year I have visited the schools of cities both larger and smaller than Council Bluffs, and it is but just to our teachers to say that in no one of these schools was number work exhibited, oral or written, that could be brought into comparison with that in the schools of this city.

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In the first steps the pedagogical principle is kept constantly in view that the child understands best through the medium of the eye—hence all lessons are objective. With the addition of rapidity to the methods in use the number work of our schools may be still further improved.

READING.

Reading is the most important subject in the school course. It is the basic study of basic studies, for, without the ability to read, how can the pupil glean the thoughts of authors in the other branches? The ability to read readily and understandingly is the very first prerequisite to the acquisition of knowledge. The importance of good reading cannot be over-estimated, and yet there is no branch in the Council Bluffs course of study in which pupils are so weak as Reading. A mastery of all the literary signs and symbols of thought is necessary, and this fact renders learning to read perhaps the most complex and difficult task ever set before the mind of the pupil. Since taking charge of the schools, I have labored more zealously in this direction than in any other, and with teachers alive to the importance of the subject and aided by new and improved supplemental work, we shall be disappointed if the close of the coming year does not witness far better results in this department. For some years the educational world has been agitated over the so called "Synthetic Sound" method of teaching reading, of which Mrs. R. S. Pollard is the author. With a view to possible improvement, Misses Sue Badollet and Jennie Howe, two successful

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primary teachers, will test this system in our schools the coming year.

LANGUAGE.

Reference is made elsewhere to the addition of a graded course in Language. The principal office of reading is to enable the reader to grasp ideas from forms of speech—words, idioms, sentences, discourses. Learning to see, to think, to speak aright, must go hand in hand with learning to read aright. Here we may find at least a partial explanation of our failure to teach reading successfully. While Language should be taught independently, taking its proper place in the daily program, yet, as every primary teacher knows, it must enter largely into the warp and woof of Reading. As more than 90 per cent of our pupils fail to reach the High School, it is evident that they must learn to read and speak the language in the grades, if at all. In the coming year, Language will be taught from my own outlines, supplemented by chart work, each building being supplied with Edwards & Hutchins' admirable chart.

SPELLING.

Not enough stress has been placed upon spelling. A few years ago certain school men began a war upon the spelling book, and a number of schools dropped it. The results have been unsatisfactory, and today the spelling book comes forth as a hero from exile. In Council Bluffs it goes into the hands of all pupils above the second grade, and both oral

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and written methods will be used to teach pupils to spell. No blunder is so reluctantly excused as a blunder in spelling.

PENMANSHIP.

In general the work in Penmanship throughout the schools is most satisfactory. The time given to the subject is necessarily limited. No attempt at fancy work is made, the purpose being to make plain, practical writers.

DRAWING.

The fact is cited elsewhere that Drawing has been added to the course of study, all pupils above the second grade receiving instruction. Miss Harriett Blood, the special teacher of Penmanship and Drawing, comes to us highly endorsed and with other evidence of ability, and, under her instruction, it is confidently believed our pupils will make satisfactory progress.

GEOGRAPHY.

Within the past few years vast improvement has been made in the teaching of Geography, but vast improvement yet remains to be made. The subject is one of unlimited detail, and the tendency is to crowd the minds of pupils with minor and unnecessary facts. All the important facts—and the mind will not retain any more than these—must be generalized under a few heads. Thus the pupil will be enabled to retain and to use the essential facts of the science. Too much time is also wasted in map drawing. The object of map drawing is not to while away time, nor to make

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beautiful outlines, but to see and remember prominent facts. It is impossible to remember the names of all rivers, towns, capes, bays and mountains in a country, but by classifying and generalizing, pupils will remember the essentials.

U. S. HISTORY.

In this branch the results are not altogether satisfactory. As in Geography, we should generalize more. For example: All important points about the American Civil War, or any other war period, may be presented under such heads as causes, principal characters, principal events, geography and results. With Eggleston's Primary History for the sixth and seventh grades, and Montgomery's New American History for the grammar schools, both of which were written for the people now on earth, better work is looked for the coming year. History is an important study, strengthening the memory, and cultivating patriotism and morality.

GYMNASTICS.

The gymnastic evercises in the schools are voluntary—hence limited. Perhaps the Board could not enact a wiser piece of legislation than the introduction of gymnastic exercises and their requirement three days in the week in every school in the city. In the development of child life, the physical is quite as important as the intellectual. The truth in the maxim, "A sound mind in a sound body," has not been dimmed by age. In March, Misses Tinley and Davenport of the Bloomer building began work in calisthenic

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exercises, and their classes now acquit themselves most creditably. The work will be extended the coming year.

MORAL TRAINING.

One of the prime duties of the public school is effective moral instruction. The experience of school men in all ages has been that mere intellectual training, without a corresponding development of the moral nature, does not fit boys and girls for practical life. Many of the world's brightest intellects have been steeped in crime. To insure the highest good and meet the demands of the public, the moral nature must be cultivated and trained along with the intellectual man. The present course of study recognizes this obligation, and the course in Morals and Manners introduced by Dr. E. E. White into the Cincinnati Schools, is the basis of instruction. As indicating the character of the work, five of the twenty-six subjects are here presented:

1. *Cleanliness and Neatness.*—1st, body, hands, nails, hair; 2d, clothing, shoes; 3d, books, slate, desk, etc.

2. *Politeness.*—1st, at home; 2d, at school; 3d, on the street.

3. *Kindness.*—1st, to parents; 2d, to the aged and infirm; 3d, to the unfortunate and erring; 4th, the Golden Rule.

4. *Truthfulness.*—1st, in thought, word and act; 2d, deceit and falsehood; 3d, keeping one's word.

5. *Honor.*—1st, one's parents; 2d, one's friends; 3d, one's self; 4th, home and country.

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PIERCE STREET SCHOOL—FRANKLIN AVENUE AND PIERCE STREET.

SEATING CAPACITY 400.

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GENERAL INFORMATION.

A pupil should know many things that are not in the text books. He is left in the main to get this information by absorption. In our schools an effort is being made to supply these common place facts by means of information outlines supplied from the Superintendent's office. A few questions are here presented:

PRIMARY.

1. What is the first day of the week?
2. What is a biped? Examples.
3. What are beasts of burden? Name three.
4. From what is leather made?
5. Name three beasts of prey.
6. What is the flesh of a deer called?
7. What are the young of the following: Cow, bear, sheep, horse, lion, tiger?
8. What animal is called Bruin? Reynard? Bunny?
9. From what is butter made?
10. What are the colors of horses?

GRAMMAR.

1. What is an autopsy?
2. What are rain and hail?
3. How high is an average horse?
4. Why are trees covered with bark?
5. Why does an iron ship float on water?
6. With what are the bones of birds filled? Why?
7. With what are the eggs of snakes covered?

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8. Can you tell a poisonous snake from its appearance?
9. How many legs have insects?
10. How much longer is a man than his skeleton?

HIGH SCHOOL.

1. What is the Associated Press?
2. What is a silver certificate?
3. What is the Bering Sea controversy?
4. What is the Indian "ghost dance"?
5. How many eyes has the common house fly?
6. What is the most useful tree in the world?
7. What state has more senators than representatives in congress?
8. How many Atlantic cables are there?
9. What is a Soldiers' Home?
10. Name the national holidays.

"WHERE IS MY BOY TONIGHT?"

No one whose attention has been called to the subject has failed to observe that less than 20 per cent of the graduates from the public schools are males. Council Bluffs presents no exception to the rule. Investigation would probably lead to several causes for this condition. Some drop out to engage in business. Others imagine they are overcome by a sense of lassitude and weariness. Still others find it necessary to stay at home and contribute their mite of labor toward keeping the wolf away. I am persuaded that a large number of those who make up the first two classes, sow the

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seeds of desertion when they become night strollers. At first they go upon the streets only occasionally, and with no thought of wrong, but once started on a downward course, "everything seems greased for the occasion," and ere long they turn their backs upon the school, inflated by the idea that they are men, and in different pursuits begin a struggle for existence, for which they are ill-prepared. When parents of ordinary intelligence and refinement first discover that their sons are roving the streets night after night, they try to check the evil by simply commanding the young scions to stay at home. Whoever has raised a family of boys knows that such commands avail nothing. The philosophy of the successful training of boys consists, not in issuing certain orders about remaining at home, but in providing that home with games and other amusements that will make it more attractive than the street. These amusements rest the mind from study, but do not divert it from the pure associations and elevating influences of the school room. For that class of boys who quit school to engage in business there is both an excuse and a remedy. Fathers must be more considerate in anticipating the demands made upon their sons for money, and more liberal in providing the money necessary to meet these demands. Many a boy drifts out and away from school, and into some occupation, simply that, like his associates, he may have money to share the expense of some boyish sport or entertainment. For these and that class of boys who are dissatisfied with the present High School course, it is

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suggested that to the Business Course elsewhere presented, be added a brief course in stenography and type-writing. As an incentive to the completion of this course, let a diploma be issued to each graduate. The pupil is quick to see the practical value of and immediate use for such acquirements This may not be a remedy—for he who discovers an adequate remedy for this educational malady will do greater service to posterity than he who plants a city—but no rational experiment should be left untried. The magnitude of the interests involved is worthy of your most earnest consideration. For the last class of boys—those who are kept at home for family support—there is little of encouragement or inspiration. The demand for physical is stronger than the demand for mental food. The wants of the body take precedence over those of the intellect. The right of the parent to utilize the labor of the son in these cases has a solid basis—the law of self preservation—and yet, the gloom of ignorance darkens and saddens the lives of boys who might otherwise take high rank in society and the state.

DIDACTICS.

So many of the graduates of our schools devote their lives to teaching, that their claims upon the Board for a preparatory course are worthy of attention. As the establishment, at this time, of a Teachers' Training School may be deemed impracticable, I venture the recommendation that a course in Didactics be added to the work of the twelfth year. Let there be two or three recitations weekly, the purpose

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being to acquaint prospective teachers with modern and improved methods of teaching. Since a majority of our graduates seek diplomas with a view to becoming professional teachers—barring matrimonial entanglements—have they not a right to expect this aid in preparing for their life work?

In conclusion, gentlemen, it affords me pleasure to thank the Board and the teachers of the city for their uniform courtesy and ready co-operation, and the patrons of the schools and the city press, for their generous support in the discharge of my official trust.

Respectfully submitted,

HUGH W. SAWYER,

Superintendent Public Schools.

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COMPARATIVE STATISTICS

ATTENDANCE.

	MONTH.	Average Daily attendance for the month.			Average number belonging for the month.	Average per cent of membership.	No. of cases of tardiness of pupils.
		Boys	Girls	Total			
HIGH SCHOOL.	September	26	92	118	123	96	37
	October	27	89	116	124	93	56
	November	28	90	118	125	92	86
	December	24	88	112	122	91	74
	January	22	84	106	116	85	73
	February	36	100	136	145	90	131
	March	32	90	122	134	90	81
	April	31	93	124	131	94	55
	May	31	92	123	137	90	43
	June	28	90	118	129	91	47
	Total Average	28.6	90.8	119.3	128.6	91.1	68.3
WASHINGTON AV. SCHOOL	September	226	286	512	550	93	53
	October	214	275	489	542	90	92
	November	226	276	502	533	94	89
	December	219	212	431	523	93	89
	January	221	266	487	524	90	62
	February	227	287	514	554	92	62
	March	183	223	406	472	85	49
	April	160	216	376	423	88	29
	May	170	233	403	447	90	43
	June	165	237	402	434	92	27
	Total Average	201.1	251.1	452.2	500.2	90.7	59.5

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COMPARATIVE STATISTICS.

ATTENDANCE.—*Continued.*

	MONTH.	Average Daily attendance for the month.			Average number belonging for the month.	Average per cent of membership.	No. of cases of tardiness of pupils.
		Boys	Girls	Total			
BLOOMER SCHOOL.	September	189	196	385	411	93	40
	October	162	156	318	373	85	24
	November	182	177	359	382	94	13
	December	186	181	368	399	92	29
	January	179	174	353	384	91	20
	February	188	165	353	381	92	29
	March	191	148	339	348	88	16
	April	130	133	263	300	87	13
	May	159	156	314	339	92	20
	June	147	155	302	323	93	8
	Total Average	171.3	164.1	335.4	364.0	90.7	21.2
PIERCE STREET SCHOOL.	September	186	134	320	340	94	36
	October	175	128	303	334	92	43
	November	176	135	311	329	94	91
	December	168	125	293	320	91	63
	January	172	127	299	320	93	78
	February	173	131	304	328	93	72
	March	155	119	274	311	88	74
	April	153	125	278	305	91	45
	May	152	123	275	304	90	54
	June	154	125	279	299	93	45
	Total Average	166.4	127.2	293.6	320	91.9	60.1

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COMPARATIVE STATISTICS.

ATTENDANCE.—*Continued.*

	MONTH.	Average Daily attendance for the month.			Average number belonging for the month.	Average per cent of membership.	No of cases of tardiness of pupils.
		Boys	Girls	Total			
HILL SCHOOL.	September	103	130	233	251	93	28
	October	100	128	228	256	89	21
	November	101	127	228	249	92	30
	December	103	120	223	246	90	19
	January	105	123	228	248	91	26
	February	115	112	227	244	93	30
	March	111	102	213	238	89	38
	April	98	90	188	215	87	17
	May	81	95	176	199	89	20
	June	84	93	177	192	92	16
	Total Average	100.1	112	212.1	233.8	90.5	24.5
THIRD STREET SCHOOL.	September	111	141	252	272	94	24
	October	117	138	256	282	91	15
	November	122	146	268	285	94	20
	December	114	135	249	272	92	15
	January	109	132	241	261	92	30
	February	120	147	267	283	94	38
	March	112	136	248	277	90	23
	April	92	126	218	242	90	18
	May	74	104	178	203	87	18
	June	65	96	162	176	92	13
	Total Average	103.6	130.1	233.7	255.3	91.6	21.3

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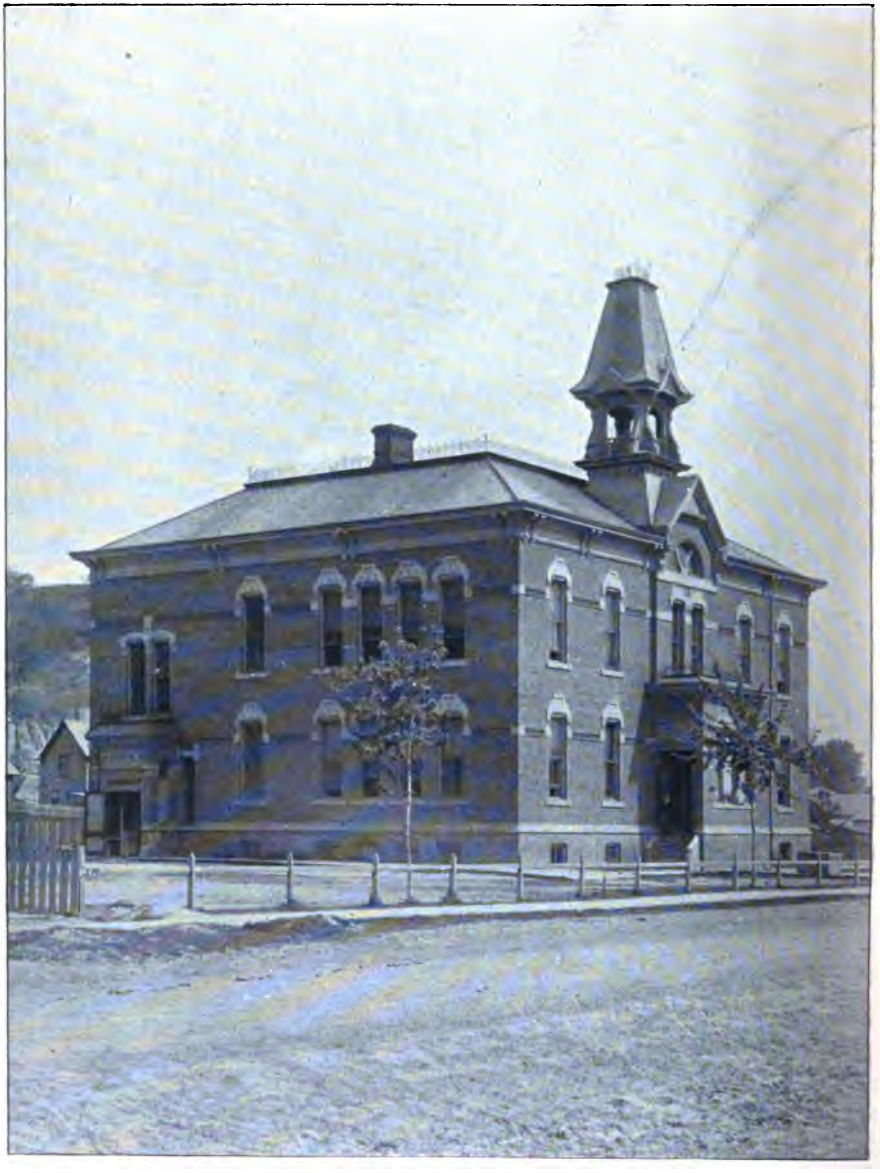

THIRD STREET SCHOOL—Third Street and Eleventh Avenue

SEATING CAPACITY 300.

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COMPARATIVE STATISTICS.

ATTENDANCE.—*Continued.*

	MONTH.	Average Daily attendance for the month.			Average number belonging for the month.	Average per cent of membership.	No. of cases of tardiness of pupils.
		Boys	Girls	Total			
TWENTIETH AVE. SCHOOL.	September	111	123	234	248	94	18
	October	100	104	204	231	89	30
	November	112	113	225	236	95	37
	December	114	121	235	251	94	39
	January	117	114	231	252	92	45
	February	118	119	237	262	91	39
	March	106	107	213	241	88	28
	April	108	103	211	235	89	18
	May	105	113	218	236	92	51
	June	102	116	218	233	94	43
	Total Average	109.3	112.4	221.7	242.5	91:8	34.8
SECOND AVENUE SCHOOL. Opened March 18th.	September						
	October						
	November						
	December						
	January,						
	February						
	March	57	72	129	144	89	25
	April	76	108	184	201	91	25
	May	72	111	183	200	92	41
	June	67	109	176	193	91	19
	Total Average	68	100	168	184.5	88.2	27.5

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COMPARATIVE STATISTICS.

ATTENDANCE.—*Continued.*

	MONTH.	Average Daily attendance for the month			Average number belonging for the month.	Average per cent of membership.	No. of cases of tardiness of pupils.
		Boys	Girls	Total			
EIGHTH AVENUE SCHOOL.	September	86	80	166	175	95	27
	October	79	74	153	170	90	20
	November	82	74	156	168	93	31
	December	79	73	152	168	90	28
	January	75	67	142	159	89	16
	February	60	39	99	115	86	17
	March	45	37	82	92	90	16
	April	51	41	92	98	94	6
	May	44	44	88	174	90	6
	June	44	44	88	94	96	6
	Total Average	64.5	57.3	121.8	141.3	91.3	17.3
EIGHTH STREET SCHOOL.	September	105	85	190	204	93	26
	October	98	82	180	202	89	18
	November	98	95	193	196	93	30
	December	95	80	175	190	92	25
	January	110	83	193	210	92	37
	February	104	72	176	194	91	39
	March	90	59	149	170	88	20
	April	95	63	158	176	90	19
	May	91	66	157	175	90	27
	June	83	66	149	161	92	15
	Total Average	96.9	75.1	172	187.8	91	25.6

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COMPARATIVE STATISTICS.

ATTENDANCE.—*Continued.*

	MONTH.	Average Daily attendance for the month.			Average number belonging for the month.	Average per cent of membership.	No. of cases of tardiness of pupils.
		Boys	Girls	Total			
FIFTEENTH ST. SCHOOL.	September	49	36	85	91	95	7
	October	50	38	88	98	90	12
	November	48	36	84	92	93	15
	December	47	35	82	88	93	13
	January	50	34	84	90	93	37
	February	36	23	59	74	80	13
	March	26	11	37	42	87	8
	April	26	19	45	56	88	12
	May	25	21	46	52	89	22
	June	22	22	44	47	93	5
	Total Average	37.9	27.5	65.4	73	90.1	14.4
EAST PIERCE ST. SCHOOL.	September	40	26	66	70	94	11
	October	38	23	61	70	88	16
	November	38	23	61	65	93	9
	December	32	22	54	59	92	19
	January	35	24	59	69	90	13
	February	33	22	55	60	91	12
	March	31	20	51	58	88	15
	April	26	20	46	53	88	6
	May	29	21	50	55	90	12
	June	28	20	48	54	90	6
	Total Average	33	55.1	22.1	61.3	90.4	11.9

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COMPARATIVE STATISTICS.

ATTENDANCE.—*Continued.*

	MONTH.	Average Daily attendance for the month.			Average number belonging for the month.	Average per cent of membership.	No. of cases of tardiness of pupils.
		Boys	Girls	Total			
GUNN SCHOOL.	September	14	10	24	26	88	0
	October	12	10	22	26	87	11
	November	13	12	25	29	90	4
	December	14	13	27	26	85	3
	January	13	12	25	28	88	3
	February	7	11	18	33	89	0
	March	10	9	19	27	72	17
	April	7	11	18	24	76	0
	May	5	8	13	19	72	9
	June	8	12	20	22	89	0
	Total Average	10.3	10.8	21.1	26	83.6	4.8
AVENUE B SCHOOL.	September	64	65	129	149	92	41
	October	44	47	91	111	82	29
	November	53	55	108	117	92	48
	December	55	55	110	121	91	48
	January	56	59	115	127	90	32
	February	34	31	65	83	78	15
	March	26	16	42	47	88	10
	April	34	17	51	58	92	7
	May	36	18	54	58	89	5
	June	35	17	52	56	92	9
	Total Average	43.7	38	81.7	44.5	88.6	24.4

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COMPARATIVE STATISTICS.

ATTENDANCE.—*Continued.*

	MONTH.	Average Daily attendance for the month.			Average number belonging for the month.	Average per cent of membership.	No. of cases of tardiness of pupils.
		Boys	Girls	Total			
WOODBURY SCHOOL.	September	10	18	28	30	91	13
	October	9	17	26	30	87	11
	November	7	15	22	26	85	27
	December	7	15	22	26	85	15
	January	9	16	25	29	86	18
	February	5	14	29	30	85	3
	March	8	13	21	27	81	16
	April	5	14	19	22	84	3
	May	4	15	19	21	89	9
	June	3	11	14	17	83	3
	Total Average	6.7	14.8	21.5	25.8	85.6	11.8
CLARK SCHOOL.	September	5	10	15	16	91	10
	October	4	12	16	19	84	8
	November	5	11	16	19	84	6
	December	3	10	13	17	83	10
	January	4	5	9	18	86	8
	February	4	11	15	17	86	8
	March	2	8	10	16	66	9
	April	2	10	12	15	78	7
	May	2	11	13	16	84	10
	June	1	7	8	12	73	5
	Total Average	3.2	9.5	12.7	16.5	81.5	8.1

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COMPARATIVE STATISTICS

ATTENDANCE.—*Continued.*

TWENTY-NINTH ST. SCHOOL

MONTH.	Average Daily attendance for the month.			Average number belonging for the month.	Average per cent of membership.	No. of cases of tardiness of pupils.
	Boys	Girls	Total			
September	16	24	40	45	89	7
October	15	19	34	38	87	10
November	16	20	36	39	92	16
December	16	20	36	39	92	19
January	12	17	29	34	85	11
February	9	14	23	30	79	13
March	9	13	22	26	82	9
April	8	16	24	28	88	7
May	19	16	35	30	92	8
June	10	16	26	29	89	5
Total Average	13	17.5	30.5	33.8	87.5	10.5

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COMPARATIVE STATISTICS.

A TABLE

Showing the number of pupils registered in the schools from September 1, 1890, to June 26, 1891.

SCHOOL.	Boys.	Girls.	Total.
High School	48	125	173
Washington Avenue	317	383	700
Bloomer	230	239	469
Pierce	220	171	391
Hill	142	138	280
Third Street	159	175	334
Twentieth Avenue	154	168	322
Second Avenue	104	136	240
Eighth Street	82	68	150
Eighth Avenue	145	105	250
Fifteenth Street	52	40	92
East Pierce	46	33	79
Avenue B	69	41	110
Twenty-ninth Street	25	33	58
Gunn	18	18	36
Clark	7	19	26
Woodbury	18	31	49
Total	1,836	1,923	3,759

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COMPARATIVE STATISTICS.

A TABLE

Showing the average number of pupils belonging to the various schools for the year 1890-91.

High School	128.6
Washington Avenue	500.2
Bloomer	364
Pierce	320
Hill	233.8
Third Street	255.3
Twentieth Avenue	252.5
Second Avenue	184.5
Eighth Avenue	141.3
Eighth Street	187.8
Fifteenth Street	73
Fast Pierce	61.3
Avenue B	44.5
Twenty-ninth Street	33.8
Gunn	26
Clark	16.5
Woodbury	25.8
Total Average	2,848.9

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COMPARATIVE STATISTICS.

A TABLE

Showing the average daily attendance in all the schools for the year 1890-91.

SCHOOL.	Boys	Girls	Total
High School	28.3	91	119.3
Washington Avenue	201	251.4	252.4
Bloomer	171.4	164.3	335.7
Pierce	166.5	127.1	293.6
Hill	99.5	113	212.5
Third Street	103.4	127.9	231.3
Twentieth Avenue	110.6	113.5	224.1
Second Avenue	67.9	100.1	168
Eighth Avenue	64.5	57.5	122
Eighth Street	96.9	74	170.9
Fifteenth Street	37.9	27.8	65.7
East Pierce	43.4	29.2	72.6
Avenue B	43.8	38.2	82
Twenty-ninth Street	13	17.8	30.7
Gunn	12	11.3	23.3
Clark	3.5	10.2	13.3
Woodbury	7.6	15.2	22.8

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COMPARATIVE STATISTICS.

A TABLE

Showing what per cent of the number belonging were present in school.

High School	92.9
Washington Avenue	90.8
Bloomer	90.8
Pierce	91.6
Hill	90.6
Third Street	91.4
Twentieth Avenue	91.7
Second Avenue	90.9
Eighth Avenue	91.5
Eighth Street	90.9
Fifteenth Street	90.1
East Pierce	90.3
Avenue B	88.6
Twenty-ninth Street	87.6
Gunn	84.1
Clark	81.
Woodbury	85.9

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COMPARATIVE STATISTICS.

A TABLE

Showing the number of cases of tardiness in each school during the year 1890-91.

High School	687
Washington Avenue	586
Bloomer	238
Pierce	601
Hill	245
Third Street	224
Twentieth Avenue	367
Second Avenue	110
Eighth Avenue	173
Eighth Street	256
Fifteenth Street	144
East Pierce	119
Avenue B	244
Twenty-ninth Street	130
Gunn	44
Clark	81
Woodbury	135

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COMPARATIVE STATISTICS.

A TABLE

Showing the number of pupils in High School grades and average age in each grade.

Twelfth Grade		Eleventh Grade		Tenth Grade		Ninth Grade	
Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age	Number Registered	Average Age
*36	17.1	20	17.1	*92	16.7	*87	15.7

Whole number registered in High School grades, 171; average age, 16.3.

*Some registered twice.

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COMPARATIVE STATISTICS.

A TABLE

Showing the number of pupils remaining in school at the close of the year.

SCHOOL.	Boys.	Girls.	Total.
High School	34	100	134
Washington Avenue	189	263	452
Bloomer	171	167	338
Pierce	168	140	308
Hill	99	104	203
Third Street	82	124	206
Twentieth Avenue	113	126	239
Second Avenue	79	122	201
Eighth Street	45	50	95
Eighth Avenue	99	76	175
Fifteenth Street	27	25	52
East Pierce	33	25	58
Avenue B	39	20	59
Twenty-ninth Street	15	17	32
Gunn	9	14	23
Clark	3	13	16
Woodbury	5	19	24
Total	1,210	1,405	2,615

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COMPARATIVE STATISTICS.

A TABLE

Showing the average ages in ten schools.

SCHOOLS.	First Grade		Second Grade		Third Grade		Fourth Grade		Fifth Grade		Sixth Grade		Seventh Grade		Eighth Grade		Whole No. Registered	Average Age.....
	Average Age....	No. Registered..	No. Registered..	Average Age....	No. Registered..	Average Age....	No. Registered..	Average Age....	No. Registered..	Average Age....	No. Registered..	Average Age....	No. Registered..	Average Age....	No. Registered..	Average Age....		
Washington Avenue.	96	6.5	85	8.5	82	9.7	86	10.5	98	12.6	92	13.3	54	13.2	76	14.7	669	11.1
Bloomer.....	83	6.5	68	8.7	76	9.6	59	10.2	85	12.4	51	12.6	46	13.9			468	10.5
Hill	12	6.7	13	7.8	19	10.5	22	11.1	8	12.2	68	12.8	95	13.5	52	14.4	280	12.7
Twentieth Avenue..	166	6.5	83	7.3	49	10.5	33	11.1									322	8.6
Pierce Street.....	116	7.4	54	7.6	99	9.7	77	11.2	54	11.5							391	9.5
Clark	7	6	4	8	3	8.2	4	12.1	5	13.1	1	11					26	9 2
Third Street.....	82	6.5	59	8.3	56	10.8	55	11.5	46	12.5	43	12.5					334	10.3
Eighth Avenue.....	62	6.7	27	8.7	25	9.5	33	11.2									147	9.2
East Pierce Street...	42	6.9	37	8.8													79	7.8
Second Avenue.....	65	7.2	39	8.8	46	9.7	44	11.8	45	12.7							219	10.6

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SEATING CAPACITY.

The various school buildings throughout the city have a seating capacity as follows:

High School	158
Washington Avenue	595
Bloomer	429
Pierce Street	440
Hill	326
Third Street	318
Twentieth Street	331
Second Avenue	217
Eighth Avenue	177
Eighth Street	221
Fifteenth Street	90
East Pierce	76
Avenue B	82
Twenty-ninth Street	40
Gunn	34
Clark	35
Woodbury	34
Total	3,603

HEATING OF BUILDINGS.

The various school buildings throughout the city are heated as follows:

High School	Steam
Washington Avenue	Steam
Bloomer	Steam
Pierce Street	Hot Air
Hill	Steam
Third Street	Hot Air
Twentieth Avenue	Steam
Second Avenue	Steam
Eighth Avenue	Stoves
Eighth Street	Stoves
Fifteenth Street	Stoves
East Pierce	Stoves
Avenue B	Stoves
Twenty-ninth Street	Hot Air
Gunn	Stoves
Clark	Stoves
Woodbury	Stoves

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COURSE OF STUDY.

FIRST GRADE.—FIRST SEMESTER.

Reading.—Use the Object, Phonic, Alphabet and Group methods. Where practicable present a picture of the object, then the object, and last, the word as a sound symbol. Use chart and blackboard to secure first, a knowledge of the elementary and letter sounds, and second, clear-cut tones and good articulation. Train the organs of speech and hearing. The National First Reader to lesson XXX.

Spelling.—Exercises to be both oral and written. Use preliminary list.

Writing.—Under supervision of the special teacher.

Number.—Preliminary lessons on form and color. As objects use spools, beans, crayons, nails, blocks, etc., and require the children to use them in every operation. The number to which attention is called must be applied to a great variety of objects. Teach the child to perceive, analyze, value and use each number from one to ten inclusive. Roman notation to XXX.

Language.—Work outlined by Superintendent.

Physical Training.—Simple calisthenic songs.

FIRST GRADE.—SECOND SEMESTER.

Reading—The National First Reader completed, and selections from Nature and Normal First Readers and Little Folks of Other

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TWENTIETH AVENUE SCHOOL—TWENTIETH AVENUE AND NINTH STREET.

SEATING CAPACITY 300

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Lands. Give special attention to expression. Cultivate a conversational tone.

Spelling.—All words in reading lesson to be spelled both orally and in writing.

Writing.—Under supervision of the special teacher.

Number.—Teach numbers from 1 to 20 objectively. Use the "Word" method in teaching combinations. Symbols to be taught in last quarter of the year. Roman notation to LX. Addition and subtraction only.

Language.—Work outlined by Superintendent.

Music.—Under supervision of special teacher.

Physical Training.—Same as first semester.

SECOND GRADE.—FIRST SEMESTER.

Reading.—National Second Reader to page 100. Supplemental work in Harper and Normal Second Readers. Drill in grouping words; meaning of words and phrases; elementary sounds.

Spelling.—All words in reading lesson to be spelled.

Writing.—Under supervision of the special teacher.

Number.—Use Grube and Ginn methods to the number 30 in addition and subtraction. Interchanging of Roman and Arabic notation. Practical questions requiring simple combinations. *Use the blackboard.*

Language.—Work outlined by Superintendent.

Music.—Under supervision of the special teacher.

Physiology.—Effects of stimulants and narcotics.

General Information.—Three days each week from Superintendent's outlines.

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Physical Training.—Calisthenic songs and drills.

Morals and Manners —Two days each week. Lessons on kindness, politeness and cleanliness.

SECOND GRADE.—SECOND SEMESTER.

Reading.—The National Second Reader completed, and supplemental work in Harper and Nature Second Readers. Diacritical marking daily. *Accept nothing short of the pupil's best efforts.*

Spelling.—Keep upon the blackboard a list of words pupils misspell, and carefully drill on these words.

Writing.—Under supervision of the special teacher.

Number.—Require pupils to analyze all problems. Drill carefully on all combinations in addition and subtraction, and require rapid work. Practice in multiplication and division tables. *Use the blackboard.*

Language —Work outlined by Superintendent.

Music.—Under supervision of the special teacher.

Physiology.—Effects of stimulants and narcotics.

General Information.—Three days each week from Superintendent's outlines.

Physical Training.—Same as first semester.

Morals and Manners.—Two days each week. Lessons from outline on truthfulness, obedience and respect for parents and the aged.

THIRD GRADE.—FIRST SEMESTER.

Reading.—The National Third Reader to page 105, and Nature Reader No. 3. Use of diacritical marks. Require oral and written

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statements about the lesson. Give attention to the pronunciation and meaning of new words before the reading of the lesson.

Spelling.—Selected Words to page 48.

Writing.—Under supervision of the special teacher.

Number.—Analysis of all problems. Computations in United States money. Roman numerals to M. Practice in adding columns of figures. Use toy money. *Use the blackboard.*

Language—Use Superintendent's outlines in connection with Edwards & Hutchin's chart.

Drawing.—Under supervision of the special teacher.

Music.—Under supervision of the special teacher.

General Information.—Three days each week. Work outlined by Superintendent.

Physiology.—Effects of stimulants and narcotics.

Physical Training.—Calisthenic songs and muscular drills.

Morals and Manners.—Two days each week. Teach truthfulness in thought, word and deed. Keeping one's word as against practicing deceit and falsehood.

THIRD GRADE.—SECOND SEMESTER.

Reading.—The National Third Reader completed. Supplemental work in "At Home in New York" of the "Eyes Right" series. Endeavor to cultivate clearness and distinctness of articulation, and vocal ease.

Spelling.—Pages 48–59.

Writing.—Under supervision of the special teacher.

Number.—Notation and numeration to three periods. Multipli

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cation of numbers containing three figures; dividing by one figure. Thorough analytical drills. *Use the blackboard.*

Language.—Use Superintendent's outlines in connection with Edwards & Hutchin's chart.

Drawing.—Under supervision of the special teacher.

Music.—Under supervision of the special teacher.

Oral Geography.—Have pupils draw map of Pottawattamie County, showing boundaries, and locating cities, towns, streams and railroads; also, chief objects of interest and principal streets of Council Bluffs; name products of the County.

Physiology.—Effects of stimulants and narcotics.

General Information—Three days each week. Work outlined by Superintendent.

Physical Training.—Calisthenics.

Morals and Manners.—Two days each week. Importance of acquiring and holding fast to a good name; reputation and charcater; keeping good company.

FOURTH GRADE.—FIRST SEMESTER.

Reading.—The National Fourth Reader to page 118, and "In the Mountains" of the "Eyes Right" series. Diacritical marking thoroughly taught. Give attention to home reading. The teacher must be careful and painstaking, and accept only the pupil's best work.

Spelling.—Pages 60–69.

Writing.—Under supervision of the special teacher.

Number.—Greenleaf's Complete Arithmetic to page 41. Aim at rapidity as well as accuracy, and lay stress upon analysis and

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mental arithmetic. Notation and Numeration. *Use the blackboard*, and require neat figures.

Language.—Use Superintendent's outlines in connection with Edwards & Hutchin's chart.

Drawing.—Under supervision of the special teacher.

Music.—Under supervision of the special teacher.

Oral Geography.—North and South America. Have pupils draw map showing situation, boundaries, surface, waters, cities and products.

Physiology.—Effects of stimulants and narcotics.

General Information.—Three days each week. Work outlined by Superintendent.

Physical Training.—Practice head, arm and foot movements.

Morals and Manners.—Two days each week. Develop the captions in White's outlines on Industry, Economy and Health.

FOURTH GRADE.—SECOND SEMESTER.

Reading.—National Fourth Reader to page 221, and supplemental work in "By Sea and Shore" of the "Eyes Right" series. Have pupils tell the story of the lesson, both orally and in writing. Give attention to silent reading.

Spelling.—Pages 70–80.

Writing.—Under supervision of the special teacher.

Number.—Division and Factoring, in Greenleaf's Complete Arithmetic.—Rapid work in addition and multiplication. *Use the blackboard.*

Language.—Last half of fourth year's work according to Superintendent's outlines, with chart.

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Drawing.—Under supervision of the special teacher.

Music.—Under supervision of the special teacher.

Oral Geography.—Physical and mathematical divisions of the earth. The earth as a whole. Map of Iowa, showing boundaries, principal cities, railroads, waters, minerals, products, schools and colleges, industries, manufactures and exports. Outline map of the United States, showing rain belts, mountains, cereal regions, cities, waters, imports, exports and chief occupations; these to be indicated on the face of the map.

Physiology.—Effects of stimulants and narcotics.

General Information—Three recitations weekly. Work outlined by Superintendent.

Physical Training.—Same as first semester. Pupils should not be permitted to recline or lounge upon the desks or recitation seats, but all attitudes should be erect and attentive.

Morals and Manners.—Two recitations weekly. Develop the subjects of obedience, courage and self-control, according to outline.

FIFTH GRADE.—FIRST SEMESTER.

Reading.—National Fourth Reader completed, and supplemental work in the Normal Fifth Reader and General Information Reader. In assigning a new lesson, require the pupils to read silently each paragraph; and to use the dictionary, that they may know the pronunciation of each new word. Make good talking the model for good reading.

Spelling.—Pages 81–92.

Writing.—Under the supervision of the special teacher.

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Number.—Cancellation and addition, substraction and multiplication of fractions. Give attention to analysis, and *use the blackboard.*

Language.—Use Superintendent's outlines and selections from chart.

Drawing —Under supervision of the special teacher.

Music.—Under supervision of the special teacher.

Geography.—Mathematical and physical; map developing; and North America, in Potter's Advanced Geography.

Physiology.—Effects of stimulants and narcotics, and the heart and blood vessels.

Physical Training.—Breathing exercises and gymnastics.

Morals and Manners.—Effects of evil speaking, bad language and bad habits. Two recitations weekly.

FIFTH GRADE.—SECOND SEMESTER.

Reading.—National Fifth Reader to page 126, and supplemental work in General Information Reader. Avoid mechanical reading. Use concert reading very sparingly. Pupils must use the dictionary.

Spelling.—Pages 93–110.

Writing.—Under supervision of the special teacher.

Number.—Division of fractions. Decimals. United States money. *Use the blackboard.*

Language —Superintendent's outlines and chart exercises.

Drawing.—Under supervision of the special teacher.

Music.—Under supervision of the special teacher.

Geography.—The United States as a whole, New England, Middle Atlantic and Southeastern States.

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Physiology.—Effects of stimulants and narcotics, digestion and respiration.

General Information.—Three recitations weekly. Work outlined by Superintendent.

Physical Training.—Same as first semester.

Morals and Manners—.Review work of fourth and fifth years.

SIXTH GRADE.—FIRST SEMESTER

Reading.—National Fifth Reader to page 243, and "Stories from Other Lands." The teacher must bear in mind both the thought side and the elocutionary side of the subject. Don't simply *hear* your pupils read, but exact their best efforts.

Spelling.—Pages 111–125.

Writing.—Under supervision of the special teacher.

Number.—Weights and Measures, Compound Numbers and the Metric System.

Language.—The Superintendent's outlines.

Drawing.—Under supervision of the special teacher.

Music.—Under supervision of the special teacher.

Geography.—Southwestern and Northwestern States and Territories; British and Danish America.

Physiology.—Effects of stimulants and narcotics, and the nervous system.

General Information.—Work outlined by Superintendent. Three recitations weekly.

Physical Training.—Combinations of head, arm, foot and trunk exercises.

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Morals and Manners.—Two recitations weekly. Strive to instill into pupils a just pride in polite conduct. Cultivate their feelings as well as their intellects.

SIXTH GRADE.—SECOND SEMESTER

Reading.—National Fifth Reader to page 370, and Normal Fifth Reader. In no other grade in the course should the essentials of good reading receive more attention than in this one. Every art and device must be employed by the teacher to vary the monotony of the exercise and make it interesting every day in the year.

Spelling.—Pages 126–142.

Writing.—Under supervision of the special teacher.

Number.—Measurements and the applications of Percentage to Insurance. Require pupils to devise their own problems. Special attention given to analysis.

Language.—Use Superintendent's outlines.

Geography.—Mexico, Central and South America and the West Indies.

Drawing.—Under supervision of the special teacher.

Music.—Under supervision of the special teacher.

Primary History.—Eggleston's first book to page 127.

General Information.—Three recitations weekly. Work outlined by Superintendent.

Physiology.—Effects of stimulants and narcotics; the eye and the ear.

Physical Training.—More difficult combinations and evolutions.

Morals and Manners.—Two recitations weekly. Teach pupils

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to be just and fair and truthful in their relations as pupils, that, in after life, they be just and fair and truthful as men and women.

SEVENTH GRADE.—FIRST SEMESTER

Reading.—National Fifth Reader completed, and Normal Fifth Reader. Read extracts from newspapers and magazines.

Spelling.—Pages 143–153.

Writing.—Under supervision of the special teacher.

Number.—Insurance, interest and discount. *Use the blackboard.*

Language.—Use Superintendent's outlines.

Geography.—Europe treated as a whole and by sections.

Drawing.—Under supervision of the special teacher.

Music.—Under supervision of the special teacher.

Primary History.—Eggleston's First Book completed and reviewed.

Physiology.—Effects of stimulants and narcotics.

General Information.—Three recitations weekly. Work outlined by Superintendent.

Physical Training.—Same as sixth grade.

Morals and Manners.—Lessons taken from history to aid in character building.

SEVENTH GRADE.—SECOND SEMESTER

Reading.—General Information Reader No. 1 and Stories of Other Lands. Study the suggestions for the preceding grades. Word analysis to receive attention in reading exercise.

Spelling.—Pages 154–162.

Writing.—Under supervision af the special teacher.

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Number.—Stocks, Foreign and Domestic Exchange, Average of Payments and Partnership. *Use the blackboard.*

Language.—Superintendent's outlines, and Welsh's English Grammar to page 101.

Geography.—Potter's advanced Geograply completed, applying the following outline to the United States, South America, and Europe: Situation, boundaries, map, surface, waters, minerals, natural resources, leading industries, cities, people, animals, government.

Physiology.—Effects of stimulants and narcotics, and topics selected from the work of preceding grades.

Physical Training.—Same as preceding grades.

Morals and Manners.—Topics selected from work of the preceding grades.

EIGHTH GRADE.—FIRST SEMESTER.

Reading.—Selections from American authors, Normal Course, "Stories from Other Lands."

Spelling.—Lesson assigned from Selected Words.

Writing.—Under supervision of the special teacher.

Number.—Involution and Evolution, Ratio and Proportion.

Language.—Superintendent's outlines, and Welsh's Lessons to page 175.

History.—Montgomery's American History through the Revolutionary War. Teach History to strengthen the memory, to cultivate a spirit of patriotism, and to awaken admiration for men in whom greatness is associated with purity of character.

Physiology.—Effects of stimulants and narcotics, and the skin, the hair, the nails, the muscles.

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Drawing.—Under supervision of the special teacher.

Music.—Under supervision of the special teacher.

General Information.—Three days each week. Work outlined by Superintendent.

Morals and Manners.—Examples from history, and topics from preceding grades.

EIGHTH GRADE.—SECOND SEMESTER.

Reading.—Stories of the Olden Time and General Information Reader No. 1. Devote one lesson each week to select reading.

Spelling.—Same as first semester.

Writing.—Under supervision of the special teacher.

Number.—Greenleaf's Complete Arithmetic.—Mensuration, Examination Questions.

Language.—Welsh's Lessons completed and reviewed.

History.—Montgomery's American History completed and reviewed.

Physiology.—Effects of stimulants and narcotics, and review of all topics.

Drawing.—Under supervision of the special teacher.

Music.—Under supervision of the special teacher.

Morals and Manners.—All topics of preceding grades reviewed.

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HIGH SCHOOL COURSE.

FIRST YEAR.

ENGLISH COURSE.	FIRST QUARTER.	CLASSICAL COURSE.
English Composition,		English Composition,
Physiology,		Physiology,
German Grammar,		Latin Grammar,
Physical Geography.		Physical Geography,
	SECOND QUARTER.	
English Composition,		English Composition,
Physiology,		Physiology,
German Grammar,		Latin Grammar,
Physical Geography.		Physical Geography,
	THIRD QUARTER.	
English Composition,		English Composition,
German Reader,		Latin Reader,
Algebra.		Algebra.
	FOURTH QUARTER.	
English Composition,		English Composition,
German Reader,		Latin Reader,
Algebra.		Algebra.

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SECOND YEAR.

ENGLISH COURSE.	FIRST QUARTER.	CLASSICAL COURSE.
Algebra,		Algebra,
Physics,		Physics,
German Composition,		Cæsar,
Ancient History.		Ancient History,
	SECOND QUARTER.	
Algebra,		Algebra,
Physics,		Physics,
German Composition,		Cæsar,
Ancient History.		Ancient History.
	THIRD QUARTER.	
Physics,		Physics,
Botany,		Rhetoric,
Mediæval History,		Mediæval History,
German Selections.		Cæsar.
	FOURTH QUARTER.	
Physics,		Physics,
Botany,		Rhetoric,
Mediæval History,		Mediæval History.
German Selections.		Cæsar.

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THIRD YEAR.

ENGLISH COURSE.	FIRST QUARTER.	CLASSICAL COURSE.
Geometry,		Geometry,
Modern History,		Modern History,
Bookkeeping.		Cicero,
		Astronomy.
	SECOND QUARTER.	
Geometry,		Geometry,
Modern History,		Modern History,
Bookkeeping,		Cicero,
		Astronomy.
	THIRD QUARTER.	
Geometry,		Geometry,
English Literature,		English Literature,
Chemistry,		Chemistry,
Astronomy.		Cicero.
	FOURTH QUARTER.	
Geometry,		Geometry,
English Literature,		Chemistry,
Chemistry,		English Literature,
Astronomy.		Cicero.

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FOURTH YEAR.

ENGLISH COURSE.	FIRST QUARTER.	CLASSICAL COURSE.
Zoology,		*Zoology,
Civil Government,		Civil Government,
English Literature,		English Literature,
		Virgil.
	SECOND QUARTER.	
Zoology,		*Zoology,
Political Economy,		Political Economy,
English Literature,		English Literature,
		Virgil.
	THIRD QUARTER.	
*Trigonometry,		*Trigonometry,
Geology,		Geology,
Psychology,		Psychology,
		Virgil.
	FOURTH QUARTER.	
Psycology,		Psychology,
†Physiolgy (reviewed),		†Physiology(reviewed),
U. S. History, "		U. S. History, "
†English Grammar, "		†English Grammar "
		Virgil.

*Elective. †Three lessons weekly.

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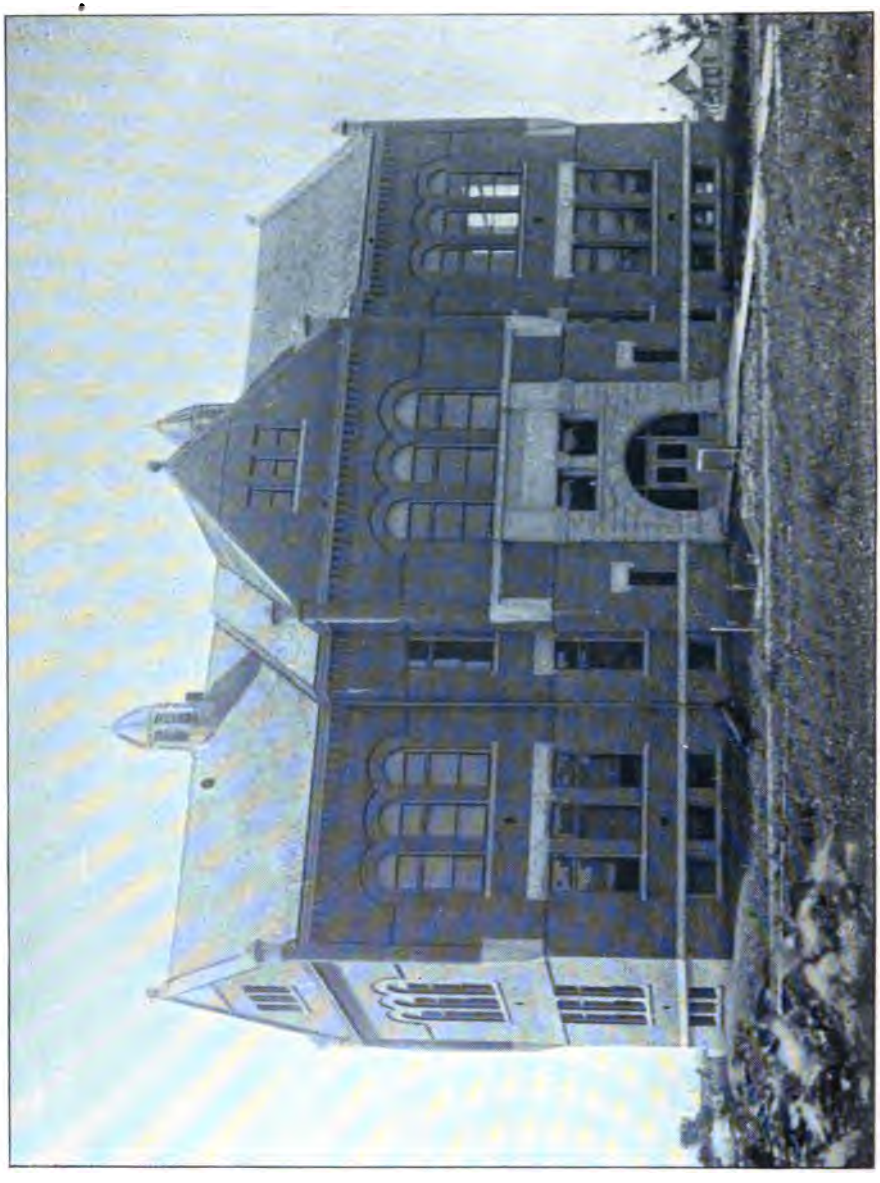

SECOND AVENUE SCHOOL—SECOND AVENUE AND TWENTY-THIRD STREET

SEATING CAPACITY 300.

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BUSINESS COURSE.

TWO YEARS.

FIRST YEAR.

FIRST SEMESTER.	SECOND SEMESTER.
Arithmetic,	Arithmetic,
Composition and Rhetoric,	Composition and Rhetoric,
Physiology,	Physiology,
U. S. History,	U. S. History.

SECOND YEAR.

FIRST SEMESTER.	SECOND SEMESTER,
American Literature,	Algebra,
Bookkeeping and Business Practice,	Bookkeeping and Business Practice,
Political Economy (10 weeks),	Physical Geography,
Commercial Law (10 weeks),	Stenography and Typewriting

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COURSE OF READING.

REQUIRED IN THE HIGH SCHOOL.

FIRST YEAR.

Coffin.—Old Times in the Colonies.

Porter.—Scottish Chiefs.

Longfellow.—Evangeline.

Dickens.—David Copperfield.

Smiles.—Self Help.

Macaulay.—Lays of Rome.

SECOND YEAR.

Damon.—Ocean Wonders.

Lytton.—Last Days of Pompeii.

Whittier.—Snow Bound.

Ruskin.—Sesame and Lilies.

Scott.—Lady of the Lake.

Schwatka.—Nimrod in the North.

Lamb.—Tales from Shakspere.

Prescott.—Conquest of Mexico.

THIRD YEAR.

Kingsley.—Hypatia.

Knight.—Social Life of the Romans.

Thackeray.—Vanity Fair.

Holmes.—The Autocrat of the Breakfast Table.

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Emerson.—Essay on Character.

Creasy.—Fifteen Decisive Battles.

Lossing.—Eminent Americans.

Irving—The Sketch Book.

FOURTH YEAR.

Wallace.—Ben Hur.

Sargent.—Wonders of the Arctic World.

Blackmore.—Lorna Doone.

Farrar.—With the Poets.

Carlyle.—Hero Worship.

Campbell.—Pleasures of Hope.

Irving.—Motives of Life.

Plutarch's Lives.

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TEXT BOOKS

USED IN THE SCHOOLS.

HIGH SCHOOL.

Algebra.—Wentworth's School.

Astronomy.—Young's Elements.

Bookkeeping.—Goodyear's College.

Botany.—Gray's Field Book.

Cæsar.—Harper and Tolman's.

Chemistry.—Shepard's.

Cicero.—Allen and Greenough's.

Civil Government.—True and Dickinson's.

English Composition.—Chittenden's.

German Grammar.—Joyne's–Meissner's.

German Reader.—Joyne's.

German Selections.—Lessing, Schiller, Fouque.

General History.—Myers'.

Geology.—Dana's.

Geometry.—Wentworth's Plane and Solid.

Latin.—Beginners'—Collar and Daniell's.

Latin Grammar.—Allen and Greenough's.

Literature, American.—Morgan's.

Literature, English.—Morgan's.

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Physical Geography.—Appleton's.

Physics.—Appleton's.

Physiology.—Hutchinson's.

Political Economy.—Macvane's.

Psychology.—Steele's.

Rhetoric.—Lockwood's.

Trigonometry.—Wentworth's Plane.

Virgil.—Greenough's

Zoology.—Colton's.

PRIMARY AND GRAMMAR GRADES.

Arithmetic.—Greenleaf's Complete.

Drawing.—Prang's Shorter Course.

Grammar.—Welsh's Lessons.

Geography.—Potter's Advanced.

History.—Montgomery's American.

History.—Eggleston's Primary.

Language.—Edwards & Hutchins' Chart, with outlines.

Music.—Normal Course.

Physiology.—Smith's Primer.

Reading.—National Series, Supplemented by Normal, Nature, Harper, Appleton and General Information Readers, Little Folks of Other Lands, Stories of the Olden Time, and the "Eyes Right" series.

Spelling.—Meleney and Giffin's Selected Words.

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SUGGESTIONS TO TEACHERS.

READING.—As the standard for good reading is its approximation to good conversation, the teacher should talk *with* rather than *to* her pupils. Before anything like reading from a book is undertaken, the pupil should be taught *what* to say, but more time and patience will be needed to teach him *how* to say. Aim at naturalness of expression, which is the sum total of readiness, distinct articulation. clear enunciation, reproduction of the thought and a thorough under-understanding of what is read. With a view to variety, have a recitation method for each day in the week, and withal, remember that a good reader is he who can read intelligibly gracefully, effectively—not he who can recite glibly the theory of reading.

ARITHMETIC.—As a preliminary step teach form and color, that the child mind may not associate these properties with number. Present objects, and reach and develop the idea of number through the senses. The teaching must be concrete. Observe the following order: perception, analysis, value and use of the number. As pupils advance, this order may be changed to practice, principles, rules.

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Aim at accuracy, rapidity, neatness, as these will be demanded in the after life of the pupil.

SPELLING.—Both written and oral work should be required. Every method of class recitation should be judged by the results it produces, and employed or discarded accordingly. There is no patent method. Conscientious and painstaking class drills and repetition after repetition are suggested as the only means for securing even passably good results. Above all, discard the so called "modern" idea that pupils learn to spell by never spelling anything.

LANGUAGE.—The power of expression, like the body, grows by exercise, hence, language is most readily learned by use. Accustom children to the correct use of the elementary forms of speech, with as little reference as possible to the rules of grammar. Teach them to observe daily, hourly, then to express the results of their observations, orally or in writing. Dwell upon correct forms of expression, but place no incorrect form upon the board. As children learn largely by imitation, the teacher must herself be guarded in expression.

GEOGRAPHY.—Beginning at the schoolhouse develop the ideas of direction and distance. Teach the geography of the town and eventually pass to the county, state, nation and the world as a whole. In primary work give lessons on people, animals, land, water, plants and minerals, and, when practicable, show the class the objects.

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In more advanced work have pupils study a country with reference to its location, natural features, leading interests, products, institutions, its people and their achievements. In method be synthetic and objective.

PHYSIOLOGY.—In primary work place hygiene before physiology. Teach the child how to locate the principal bones and organs of the body, and acquaint him with a few simple rules regarding the uses, care and abuses of the same. In more advanced work teach the necessity of regularity in eating and sleeping, of pure air, of wholesome food, of pure water, of cleanliness, of seasonable clothing, the importance of caring for the eye and ear, and the effects of alcohol and narcotics on the human body and mind.

DISCIPLINE.—"While we hold that *order must be maintained*, that unconditional submission to wholesome regulations must be secured from each pupil, and while all necessary and proper means for accomplishing these objects will be approved by the Board, it may be still necessary to remind teachers that their fitness for their stations will be estimated, in a great degree, by their ability to secure and maintain the *best discipline* with the use of the mildest measures and most gentle influences."

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SUGGESTIONS TO PARENTS.

Some pupils are always in a great hurry to complete the course of study. Some parents, too, share this feeling, and even go to the superintendent to urge him to promote their children against the judgment of himself and teacher. Men and women who are liberal in dealing with the ordinary phases of human experience are absolutely irrational when confronted by the question of their children's educational welfare. They imagine the direst of evils will follow a failure to pass, whereas teachers—they who for years have studied these children in the school room, and know their every hope and aspiration—know that the disappointment which follows failure of promotion is as short lived as it is intense. The fond mother fears her daughter will "do no good" unless she is allowed to go forward, or it may be to "skip" a grade. Her view of the case is limited to contact with this one nature, while the teacher has gleaned her experience from contact with fifty, or it may be a thousand such natures. Many eminent educators in both Europe and America have expressed the opinion that a standing menace to the usefulness of the public school is the break-neck speed with which pupils are hurried through the course. Indeed, I think I may safely say that all thoughtful teachers believe this to be true.

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In the light of this experience of those who have the best opportunities for studying and understanding the natures of pupils, the conclusion is inevitable that in urging these children to "skip" grades, or to seek advancement to grades for which they are unfitted, parents inflict upon them an irreparable wrong. Occasionally the teacher is brought into contact with a pupil whose mental and physical vigor would push him ahead of his class. In such cases the practice in our schools is to give the pupil a trial in the higher grade. But these cases are very rare. In ninety-nine cases in a hundred of parents who urge the promotion of pupils who have failed, the wrong done the pupil lies in ushering him into work for which he is mentally unfitted. The teacher knows this only too well, and hence objects to the promotion of the pupil for this reason, and for the additional reason that to promote a pupil of this class is to put a premium upon failure and a discount upon merit. Parents, see that your children do thorough, faithful work, and their advancement will be in keeping with this work. If they fail in their daily work, or are absent many days, do not urge the teacher to let them go on, in violation of the rules of the school, and of every principle of right, but let them prove their worthiness of promotion before they are promoted. If they prove their capacity to go ahead of the class or grade, they will be given a trial promotion. Above all, do not foster the idea that it is possible to "skip" a grade—to do in a few weeks, and out of school, the work of an entire semester. This is simply im-

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possible, as every teacher in the city knows. The policy of our schools is not to hold worthy pupils back; it is to prevent the unworthy from going too fast and engaging attention that belongs to others, and to preserve youth against tasks which, from experience, we know will destroy whatever of uniformity of mental growth a well devised course of study will produce, and in the end darken the horizon of childhood with the clouds of mental and physical disease. These observations are also applicable to "making up" a grade—an intellectual feat rarely accomplished. It is further suggested that pupils who stay out a third or more of the time cannot be depended upon to do satisfactory work in the higher grade—hence they cannot be promoted.

Do not start children to school "just to get them out of the way." Neither is the plea that "he is so anxious to go" a plausible one. It is true that the law of the state permits the admission to the public schools of pupils five years of age, but the laws of other states are at variance with our own on this point. The legislator who framed our law may have meant well, but he certainly exhibited a total disregard of the laws of mental and physical growth. Anatomists tell us that the brain grows with great rapidity up to seven years of age, after which the period of growth is much less rapid. Consequently, mental exercises that are difficult and wearisome, not to say impossible, at five or six, are easy and entertaining at seven or eight years of age. Brain growth

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alone is sufficient to account for these different mental capacities. The writer, who has practiced what he is preaching, after an experience of twelve years in superintending school work, believes that every mother who starts her child to school under seven years of age is pursuing a course that will injure him both in mind and body. He is too young to be confined to any room daily for six long, weary hours. "Health dwells in the open air." The testimony of experienced primary teachers is now and has ever been, that the average boy who enters the school room at seven will rank higher and have more mental and physical vigor than his brother who was enrolled at the age of five.

Irregular attendance is a source of great injustice to some pupils whose parents pride themselves on their enlightenment and educational standing. Having acquired the advantages of an education, it would seem that nothing could induce them to withhold such advantages from their children. But in sending them to school one day and keeping them out three, parents do them this injustice, and the pupils feel it most cruelly when the time comes for promotion and they utterly fail to attain the required standard. Hopeless and broken-hearted, these pupils drag through the weary term, and finally leave the school room with a mere smattering of education, and totally unfitted for life's duties.

Dr. McCosh used to say, "Punctuality is a cardinal virtue." It is, at least in school life. What right has any

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member of the public schools to disregard this virtue? What better right has a pupil to be tardy than a teacher? If all teachers go to the school room year after year without being tardy, why cannot pupils do the same? What right has any pupil to enter the school room after the exercises have commenced, thus annoying and disturbing the whole school? These questions address themselves directly to those concerned, and in this connection the suggestion is made that *under no circumstances will any teacher in the city receive any excuse for tardiness based upon a trivial cause.* Causes which are deemed trivial are defined in the regulations of the Board.

Children sometimes go home and relate exaggerated stories about the punishment received at school. In all such cases it is suggested that the parent, if he believes any injustice has been practiced upon the child, go to the Superintendent, who will take pleasure in investigating any complaint which seems to have a just foundation. There can be no harm in the parent's hearing the other side of the story, which course almost invariably results in the justification of the teacher, and in the establishment of more amicable relations between parent and teacher.

Parents, the foregoing suggestions are made solely with a view to the welfare and prosperity of those whose lives are as precious to you as your own. Will you kindly lend your aid to secure the improvements suggested?

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RULES.

DUTIES OF THE SCHOOL BOARD.

MEETINGS.

The regular meetings of the Board shall be held on the third Monday of each month, at 8 o'clock p. m. Special meetings may be called by the President, but no special meeting shall be held until all the members of the Board in the city shall have been notified, by postal card or otherwise.

Four members shall constitute a quorum.

The order of business at the regular meetings shall be as follows:

1st. Reading of the minutes.
2d. Communications.
3d. Petitions.
4th. Reports of Standing Committees.
5th. Reports of Special Committees.
6th. Reports of Officers and Superintendent.
8th. Unfinished and new business.

The rules of order shall be the same as those usually governing deliberative bodies.

COMMITTEES.

The President shall appoint annually on the third Monday in March, five standing committees, of two members each, to whom may be referred all subjects relating to their respective departments.

1st. On teachers, rules, course of study and text books.
2d. On finance and accounts.
3d. On fuel and heating apparatus.
4th. On grounds, buildings and repairs.
5th. On janitors, school furniture, school apparatus and supplies.

All bills presented for the action of the Board shall specify items.

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PRESIDENT.

The President of the Board, besides exercising the customary powers pertaining to his office, shall have power to dismiss the schools temporarily, and to grant leave of absence from school to any teacher; and shall have power to call special meetings.

The President shall affix his signature to the records when they shall have been approved by the Board, and such records, when signed by the President and Secretary, shall be regarded as official.

He shall perform such other duties as shall properly pertain to his office or be enjoined on him by the Board.

SECRETARY.

It shall be the duty of the Secretary to make a complete record of the meetings of the Board, which shall be open for inspection at all times, and to keep an accurate and systematic account of all receipts and disbursements in books provided for that purpose. He shall have stated office hours at the rooms of the Board, and shall attend to the collection and disbursement of janitors' supplies as directed by the Chairman of the Committee on Janitors. He shall notify every member of the Board, either at his residence or place of business, of the time and place of each meeting. He shall take or cause to be taken an annual enumeration of all persons of school age in the district, and make an annual report on the third Monday of September. It shall be his duty to collect all tuition fees from pupils, and attend to all other duties prescribed by law or ordered by the Board.

All contracts entered into between the Board and any person contracting with the Board shall be signed by the President and Secretary.

COMMITTEES.

COMMITTEE ON TEACHERS, ETC.

The Committee on Teachers shall have general supervision over all teachers and recommend to the Board from time to time such changes as they may deem proper, and make temporary appointment

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of teachers to fill vacancies and report the same to the Board at their next meeting for approval. At their regular meeting in July they shall make to the Board a report embracing such facts and suggestions in regard to text books and course of instruction as they may deem proper to present.

All applications for positions as teachers shall be referred to the Committee on Teachers, who shall at the regular meeting in June of each year recommend a corps of teachers to the Board for appointment.

COMMITTEE ON FINANCE.

The Committee on Finance shall prepare and report estimates of all appropriations for teachers' wages, contingent expenses, and schoolhouses, also salaries of Superintendent, Secretary, Teachers and Janitors.

They shall examine and report upon the accuracy of all demands against the Board that may be referred to them.

They shall examine the reports of the Secretary and Treasurer and make all settlements with said officers and report the same.

COMMITTEE ON FUEL AND HEATING APPARATUS.

The Committee on Fuel, etc., shall have a general supervision of warming schoolhouses, and have charge of all heating apparatus, and shall have power to make all necessary repairs, and report the same at the next meeting of the Board.

They shall inspect the stoves and furnaces of all the schools annually in the month of June, and report any wants or defects.

They shall advertise during the month of August, or earlier if they deem it advisable, for bids for a year's supply of coal for all the public schools and report at the next regular meeting the bids received.

They shall have power to provide kindling wood necessary for the schools.

COMMITTEE ON BUILDINGS AND GROUNDS.

It shall be the duty of the Committee on Buildings and Grounds to exercise a general supervision over the school buildings and grounds, and the repairs that may be needed, to attend to the putting on and

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EIGHTH STREET SCHOOL—Avenue H and Eighth Street.

SEATING CAPACITY 200.

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blackboards in the several school buildings, and to recommend any improvements in the school buildings and grounds that may be thought necessary. They shall, on or before the first day of July of each year, visit and thoroughly inspect all the school buildings and grounds, and report to the Board the needed repairs and improvements. They shall place a reasonable amount of insurance on each building belonging to the District, and report the same for approval at the next regular meeting.

COMMITTEE ON JANITORS AND SUPPLIES.

It shall be the duty of the Committee on Janitors and Supplies at the time of the annual election of teachers to recommend for appointment the janitors required for the ensuing year. They shall also have power to fill any vacancies which may occur, subject to confirmation by the Board; *provided*, that no janitor shall be appointed unless he shall furnish to the Committee satisfactory evidence of capability to perform the duties required of him. They have power and authority to regulate, alter and prescribe the duties of the janitors of the several buildings, and shall purchase and exercise a general supervision over the various school supplies.

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RULES AND REGULATIONS

OF THE COUNCIL BLUFFS PUBLIC SCHOOLS.

SUPERINTENDENT.

The Superintendent shall exercise constant care and supervision over all the schools in the city, and all the schoolhouses, grounds and other school property. He shall see that the rules and directions of the Board are faithfully carried out in all the departments of the schools, and shall make such minor rules and take such measures as are necessary to give effect to the rules of the Board.

He shall meet the teachers at stated periods during each term for the purpose of discussing and comparing views upon the theory and practice of teaching and upon the best means of government, and for the purpose of giving directions to teachers concerning the classification and general arrangement of their schools, and any other matters pertaining to the same.

He shall notify the Committee on Teachers of vacancies in the corps of teachers, and procure substitutes for temporary absence, and make such other arrangements as are indispensable to the success of the schools, which action shall be reported to the Board at the first subsequent meeting and be subject to the approval of the same.

He shall direct what books within the prescribed series are to be used by all of the classes or pupils of the schools.

At the close of each scholastic year, he shall make to the Board a report of the condition and progress of the schools, and suggest such measures as, in his judgment, will be conducive to the improvement of the same.

He shall make a monthly report to the Board, giving such statistics in regard to the schools as are matters of record, and also

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the attendance at the teachers' meetings and any other matters in relation to the schools which he shall deem proper.

It shall be his duty to see that all teachers are fully employed, and whenever he shall ascertain that the time of any teacher is not fully occupied, he shall recommend to the Teacher's Committee such transfers of teachers, and make such consolidation of classes as in his judgment may be deemed necessary.

He shall keep in his office a register of the names of all pupils in the public schools, together with the residences, names and occupations of parents, and such other data as may be directed by the Board.

He shall not leave the city during school days except by consent of the Board, through the President.

He shall have authority to call meetings for the purpose of conferring with the teachers in respect to the best methods of discipline and instruction. He shall have the privilege of calling together, at those meetings, such classes of the schools as he may wish to employ in illustrating the principles presented.

He shall keep a record of all absences from such meetings or tardiness in attendance thereupon, and report the same to the Board.

He shall devise and report to the Board a system of blanks for registers and reports, have charge of their distribution to teachers and of their return, and prescribe to teachers rules for keeping the same. These blanks shall be specially adapted to show the scholarship and actual attendance of each pupil in the schools, the number of those who are constant and uniform in attendance and of those who are not, together with the degree of irregularity.

All directions to pupils or teachers from the Board shall be communicated through the Superintendent.

He shall keep regular office hours from four to five o'clock p. m. on school days, when he may be consulted by parents, teachers and others in regard to school matters.

He shall attend all meetings of the Board, and shall have the privilege of debate on all questions that may arise, and, when requested, he shall attend the meetings of standing or special com-

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mittees, and advise with them in regard to matters submitted to them for consideration.

He shall have power to supplement the regulations of the Board with what may seem to him wise and judicious measures; and such measures shall be faithfully observed by teachers and pupils unless rescinded by the Board.

He shall visit, as often as practicable, the several schools, carefully observing the methods of instruction and discipline pursued by the teachers; aiding them, to the best of his ability, to acquire better methods of teaching and government, and shall report to the Board such cases of inefficiency as he is unable by suggestion or kindly reproof to cure.

He shall have power to fill all vacancies in case of temporary absence of teachers; to suspend teachers in case of refusal or neglect to comply with the requirements of the school, and to suspend pupils for violation of rules, or for serious misconduct. Such cases shall be reported to the President of the Board without delay.

He shall keep himself informed in regard to the school systems of other cities, their plans of organization, mode of government and methods of instruction. For this purpose, in addition to the opportunities he can secure for himself during vacations, he shall be allowed five days each school year to visit other cities. He shall report to the Board the school or schools visited and make this report as soon after his return as his other duties will permit.

PRINCIPALS.

There shall be one Principal in each of the public schools of the city.

The Principals, as local superintendents of their schools, shall, under the direction of the Superintendent, be responsible for the observance and enforcement of the rules and regulations of the schools; and in the discharge of their duties they shall be entitled to the co-operation and deference of all their assistants.

They shall see that good order is maintained upon the school premises, and that the strictest cleanliness is maintained in the school building and in the out-houses belonging thereto.

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It shall be their duty to examine and assign new pupils to their proper rooms and classes.

They shall keep a record of all cases of absence or tardiness of teachers, and the reason for same when given, and of any neglect of duty on the part of any teacher or janitor of their respective schools.

They shall make a report of the various matters of record in their respective schools to the Superintendent, upon blanks furnished for that purpose, at such times and in such manner as he shall direct.

They shall transmit to the Superintendent a statement of all repairs needed in their respective buildings as soon as expedient.

At the close of the year, they shall send to the Superintendent an inventory of all furniture, supplies and apparatus in their respective schools.

For repairs and supplies they shall apply to the chairmen of the respective committees.

At the end of each school month, all Principals shall report to the Secretary the name of all pupils liable to pay tuition, the date of their entering school, and the grade to which they belong.

TEACHERS.

Every teacher employed by the Board shall secure a certificate from the County Superintendent before entering upon the duties of the position, and present the same to the President for inspection.

Teachers are required to observe and carry into full effect all rules and directions of the Board and Superintendent in relation to the instruction and discipline of their respective departments.

All teachers are required to remain after dismissing their departments and assist in maintaining proper order about the building during the dismissal of the other departments, unless excused by the Principal.

All teachers are required to keep a neat and accurate record of all statistics required by law or by the direction of the Superintendent.

No teacher shall keep a private school nor instruct a private class while in the employ of the Board without their permission.

Teachers shall report to the parent or guardian, either by mail or otherwise, every case of tardiness or absence of any pupil, at the close of the school day in which it occurred.

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It shall be the duty of the teachers in each school building, under direction of the Principal, to alternate in the oversight of the pupils who remain during the noon intermission, leaving open only such number of rooms as may be necessary to accommodate the pupils remaining.

Every teacher shall, within two weeks after the opening of each term, file with the Superintendent a program of exercises and strictly adhere to the same until changed by the direction or with the approval of the Superintendent, and keep a copy of it posted in some conspicuous place in the school room.

Teachers shall take constant care that the schoolhouses, the furniture and apparatus, the outbuildings, trees, shrubbery and all other property belonging to the school premises, be not injured or defaced, and, in case of injury, they shall give prompt notice of the same in writing to the Superintendent.

Each teacher shall file with the Superintendent at the close of each month a list of all cases of punishment inflicted, giving date, name of pupil and cause and character of punishment.

Teachers obliged to be absent from their schools on account of sickness must cause immediate notice of the same to be given to the Principal and Superintendent.

Teachers shall not be allowed to resign without giving notice at least one month previous, and not then for the purpose of accepting positions in other schools, except by permission of the Board.

No pupil shall be detained at the noon recess nor for more than twenty minutes after the close of the afternoon session.

Teachers shall not be allowed to use the text books in recitation except when it is necessary for the pupil to do the same; but the teacher may prepare notes on the lesson to be used in the class.

All engagements with teachers shall terminate at the close of the school year. Teachers wishing to re-engage, and all applicants for vacancies, must make written application to the Board, or Chairman of the Teachers' Committee.

No teacher shall receive or retain in school any pupil who is afflicted with any contagious disease or comes from a family where such disease is known to prevail.

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The teachers of the Public Schools are prohibited from receiving any presents purchased with money raised by subscription, from pupils under their charge.

Teachers shall report to the Superintendent the name of any pupil guilty of truancy, or whose conduct, in school or out, is such that the teacher considers such pupil an unfit member of the school, and the Superintendent shall examine the case without delay.

Teachers shall acquaint themselves with these regulations, a faithful compliance with which shall be one of the conditions of their retention in the schools.

Teachers shall remain in their rooms from 8:30 to 9:00 a. m., and from 1:15 to 1:30 p. m., and during recess time, except when engaged in the supervision of the halls.

When pupils are filing in and out at the opening and closing of the schools, and at recess, teachers are expected to give their personal attention to the preservation of order in the halls and on the stairs and, as far as practicable, to exercise a general inspection over pupils while going to and from school.

No teacher can accept as excuses for tardiness or absence such evasions as "kept at home," "unavoidably detained," "did not hear the bell," "sent on an errand," etc.. but the parent or guardian must assign a good and sufficient reason for such tardiness or absence.

In every case of resignation, it shall be the duty of the teacher resigning to give two months' notice to the Superintendent. Failure to comply with this rule may occasion a forfeiture of salary and subject the resignation to the action of the Board.

It shall be the duty of the teachers to practice such discipline in their schools as would be exercised by a kind, judicious parent in his family, always firm and vigilant, but prudent. Train the hearts of pupils, implanting therein the seeds of virtue, truth, sobriety and industry. They are reminded that passionate and harsh expressions and hasty measures only tend to evil, and the best disciplinarian is the one who can secure order by the gentlest influences.

Teachers should look carefully after the health of the pupils: should see that their feet are warm and dry, their wraps properly

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adjusted in cold weather; that there is no direct draft of air upon them; that the room is at all times properly ventilated and thoroughly aired during recess, and that during the seasons of fire the temperature is kept between 65° and 70° Fahrenheit.

No pupil shall be detained at the noon recess unless necessary to prevent trouble on the way home, and pupils detained at any other recess must be allowed to leave the room immediately thereafter. A pupil may be detained for a reasonable time after the hour for closing as a punishment for improper conduct, but such detention should be avoided if possible. Pupils shall not be sent upon errands except upon urgent business pertaining to the schools.

Teachers are particularly enjoined to regard the morals and social culture of their pupils as not less important than their mental discipline. By example and precept, they shall endeavor to instill habits of social refinement, not tolerating the use of coarse or ungrammatical language, or the practice of careless and unbecoming attitudes.

Graduation from a Normal School or College will be necessary to receive an appointment to any position in the High School.

The Board reserves the right to increase, for special merit or extraordinary success, the salary of any teacher. This may be done at any regular meeting, by unanimous vote.

The tenure of office of all teachers shall be at the pleasure of the Board, and superior qualifications as to moral character, literary attainments, industry and practical skill, shall be specialiy regarded in their employment and continuance. They shall have the right to resign only when the required notice of such intention is given, and the Board reserves the right to dismiss any teacher for violation of rules, insubordination or incompetency, at any time.

Teachers are expected to conduct recitations in Arithmetic, Grammar and Geography without text book in hand.

Each teacher is required to have a copy of the regulations in his or her school room and to read to the pupils at least once in each term so much of the same as will give them a just understanding of the rules which apply to them, and by which they are governed, but no teacher shall exercise any sectarian influence in the schools.

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They shall open and close their schools promptly at the appointed time, adhere strictly to the course of study, and, so far as possible, govern by kindness and appeal to the better nature of the pupils. They shall abstain from all indiscreet or severe means of discipline.

The special teachers shall visit regularly all the schools in which they are employed to give instruction, and the regular teacher shall in no case be absent from the room during the special exercises, but shall preserve order, aid the special teacher as far as possible, and at all times enforce observance of the instruction so given.

Teachers shall attend all meetings called by the Superintendent, and no excuse for absence shall be allowed other than such as would justify absence from regular sessions of the schools.

They shall each be allowed two half days during each semester to visit other schools of the same grade for the purpose of observing the methods of instruction and discipline pursued therein. Such visits shall be under the direction of the Superintendent, and only one teacher in a building shall be excused at a time.

PUPILS.

Pupils between the ages of five and twenty-one will be received on any school day, except those who are not qualified to enter the lowest class in the Primary Department; for such pupils, classes will be organized and pupils received during the first two weeks of each half year.

Each applicant for admission to the public schools is expected to give his name, age, nativity, parents' or guardian's name, and residence.

Each pupil shall be required to study all of the branches in his grade unless exception be made by direction of the Superintendent.

Any pupil coming to school without proper cleanliness of person or dress shall be sent home to be properly prepared for the school-room; and no pupil who is afflicted with any contagious disease or comes from a family where such disease is known to prvail shall be received or allowed to remain in any school.

In case of gross or continued violation of the rules and regulations of the school, or resistance to the teacher's authority, the teacher may

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require the pupil thus offending to report to the Superintendent, and shall notify the Superintendent and parent of such action and the nature of the offense.

Pupils are not allowed on the school premises until thirty minutes before the opening of the morning session and shall leave the premises immediately after dismissal.

Any pupil absent, for whatever cause, shall, on his return, bring to his teacher a written excuse from his parent or guardian for such absence or tardiness, unless excuse has been made by the parent or guardian in person; and any pupil who shall be absent six half days in four consecutive weeks, (two cases of tardiness shall be considered as one half day of such absence,) without an excuse, given as required, satisfying the teacher that the absence was occasioned by sickness in the family or unavoidable cause, shall be suspended, and the teacher shall immediately notify the parent and the Superintendent.

Pupils suspended for absence can be reinstated by the Principal after the first suspension, after the second by the Superintendent, after the third by the Board only. All suspensions for other causes must be referred to the Superintendent. (The parent at all times has the right to appeal to the Board.)

A pupil who has been a member of any school in the city shall not be received into any other without presenting a certificate of transfer from his former teacher.

Pupils living within the limits prescribed by the Board for a particular school are required to attend such school exclusively, unless permission is granted by the Superintendent to attend some other school.

When the scholarship of a pupil is such as to indicate the probable necessity of his being transferred to a lower class, the parent shall be notified of such failure by the teacher.

Pupils whose parents or guardians are non-residents will be received only upon presentation of receipt of Secretary of the Board for the payment of tuition. The rates of tuition shall be for the Primary and Grammar Departments, $5.00 per term; for the High School, $6.00, $7.00 and $8.00.

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Applications for leave of absence for the purpose of securing instruction elsewhere, during school hours, shall be made to the Board.

Pupils of school age must not bring with them to school persons not yet of school age, and any such persons brought to the school may be sent home at once by the department teacher.

Pupils are forbidden to chew tobacco or gum, or to eat fruit, nuts or confectionery in the building.

Pupils will not be allowed to leave the school grounds during school hours except on account of sickness, or by a written request of the parent assigning a good reason therefor.

Correct habits and good morals being largely the ultimate end of school life, pupils are strictly enjoined to avoid idleness and profanity, falsehood, deceit and obscenity, quarreling and fighting; to be courteous to each other, obedient to their teachers and Superintendent, diligent in their studies, cleanly in their persons and habits, and to conform cheerfully to the regulations of the Board.

Pupils will not be permitted to visit in other rooms without some special arrangemant.

Pupils are expected to remain in the schoolroom from 9:00 a. m. to 4:00 p. m., excluding recesses and the noon intermission, and parents are advised that no outside work will be allowed to interfere with this regulation.

Pupils shall not mark, scratch or break, in any way, the furniture, casings, walls, windows, fences, or any of the appurtenances of the schooi premises. Pupils committing such injuries, accidental or intentional, shall immediately procure the necessary repairs or be assessed by the Superintendent a sum sufficient to cover the damage, and, on refusal to comply with this rule, may be expelled from school.

Pupils must leave the school premises and go directly home after school is closed, both at noon and night, unless otherwise permitted by the Principals, and must not bring to the school books or papers foreign to the purpose of study.

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Pupils are forbidden to throw stones, snowballs or missiles of any kind upon the school grounds, or in the streets in the immediate vicinity of the school grounds.

GENERAL RULES.

The sessions shall be from 9:00 to 12:00 o'clock a. m. and 1:30 to 4:00 p. m. The Primary grades may be dismissed earlier, at such hours as the Superintendent may direct.

The teachers shall be appointed annually on the Monday succeeding the close of each school year; but vacancies may be filled at any time, and the Board may, at its discretion, postpone the appointment to a future day.

No advertisement shall be read or distributed in any of the schools nor shall any person be permitted to enter the school premises for the purpose of exhibiting to teachers or pupils any book, map or article of apparatus, or to make any announcement, except by permission of the Committee on Teachers.

Any person feeling aggrieved by the government of any teacher may make application for redress to the Superintendent. In case of dissatisfaction with the decision of the Superintendent, an appeal may be made to the Board. No complaint shall be made to, or heard by, the Board, except an appeal from the decision of the Superintendent.

The Public Schoolhouses shall not be used for any purpose than the sessions of the schools, teachers' meetings, the holding of teachers' institutes and the examination of schools and teachers, without permission of the Board.

If any person willfully write, make marks, or draw characters on the walls or any other part of any church, college, academy, schoolhouse, court house or other public building; or willfully injure or deface the same, or any wall or fence enclosing the same, he shall be punished by fine not exceeding one hundred dollars, or by imprisonment in the county jail not more than thirty days.—Code, Section 3986.

The Committee on Teachers shall have power to fix the boundaries of school districts.

The vacations shall be the intermissions of the terms, Thanksgiving Day, Washington's Birthday and Decoration Day.

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The President of the Board shall have power to close the schools for one day at a time at his discretion.

During such portions of the year as fires are necessary, the average temperature of the the school rooms shall be kept at 70 ° Fahrenheit, as nearly as possible, and fires shall be built early enough to heat the rooms to a proper temperature before the time of opening school.

The school year shall commence on the first Monday after the first Tuesday in September and shall consist of thirty-seven weeks.

These rules and regulations may be altered, amended or abolished, but one week's notice of such proposed alteration or amendment shall be given.

JANITORS.

A competent janitor for each building shall be appointed annually by the Committee on Janitors and Supplies, by and with the consent of the Board, whose time shall expire with the school year. It shall be his duty to make fires, supervise the heating apparatus, sweep, dust, and, when necessary, to scrub the rooms and halls, keep all outbuildings clean and in good order, guard the buildings, grounds furniture and fences, and do such other work about the premises as may be required by the Superintendent, Committee or Principal. He shall devote his entire time to the discharge of his duties, remaining in and about the building from the opening until the close of each daily session.

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SCHOOL BUILDINGS AND TEACHERS.

HIGH SCHOOL.

F. A. HYDE, *Principal*,
M. F. WEYMANN,
GEO. W. PRICE.
MRS. NELLIE HAYES STEVENS.
MRS. MORNA MOORE,

WASHINGTON AVENUE.

MANTIE MANGUM, *Principal*,
ELLA M. PRYOR,
JANIE B. BALDWIN,
MARY E. DALE,
MARY A. DAMON,
NELLIE A. WICKHAM,
NELLIE C. PARSONS,
ROBERTA M. HATTENHAUR,
JOSIE CLAUSEN,
MARY MCMILLEN,
CARRIE M. GOFF,
MINNIE HANSON,
NELLIE WADSWORTH,
SUE L. BADOLLET.

BLOOMER.

MRS. I. F. WARE, *Principal*,
VIRGINIA WHITE,
MARY D. DAVENPORT,
MARY TINLEY,
ETTA MCMAHON.
MRS. LIZZIE GLEASON,
ANNA BLANCHARD,
NANNIE HARDIN,
JOSIE RIEF,

PIERCE STREET.

VERNIE REYNOLDS, *Principal*,
MRS. M. B. CURTIS,
KATE WICKHAM,
ELLA BOYER,
KITTYE BURCHELL.
ERNESTINE STEPHAN,
DORA HOOD,
KATIE HOLDER.

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HILL SCHOOL.

MAY SIMS, *Principal*,
MRS. B. C. BARCLAY,
CLARA MYERS,
CELIA MULQUEEN,
ANNA CHAMBERLIN,
LICIA YOUNG,
MECCA DOUGHTY,
JENNIE PILE.

THIRD STREET.

KATE BLAXSIM, *Principal*,
STELLA BALDWIN,
JOSIE SHEA,
CARRIE ZURMUEHLEN,
LIZZIE CONNOR,
CAROLYN ALEXANDER.

TWENTIETH AVENUE.

KATE PAYNE, *Principal*,
LIZZIE CROCKER,
ADA AINSWORTH,
LILIAN HART,
MAGGIE BRITTON,
JENNIE HOWE.

SECOND AVENUE.

BARBARA ANDERSON, *Principal*,
BETTIE GRAVES.
LOUISA SWAN.
FLORA VAN ORDER,
MYRTLE CUTLER,

EIGHTH AVENUE.

MRS. LOU GRAVES, *Principal*,
MRS. M. C. CLATTERBUCK,
HULDA LUCHOW,
JULIA WALKER.

EIGHTH STREET.

R. B. ARMSTRONG, *Principal*,
HETTIE DAVIS,
MARY MITHEN,
DORA GRASS.

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FIFTEENTH STREET.

EFFIE BELATI, *Principal*, DELIA ROURKE,

EAST PIERCE STREET.

WILLIE WHITE, *Principal*, SADIE CAFFALL.

AVENUE B.

ELLA MCINTOSH, *Principal*, ANNA MIKESELL,

TWENTY-NINTH STREET.

MYRTIE BOARDMAN.

GUNN SCHOOL.

MARY FERGUSON.

CLARK SCHOOL.

MARY G. DUNCAN.

WOODBURY SCHOOL.

EMMA HOWARD.

SPECIAL TEACHERS.

MRS. M. J. O'NEILL, *Music*. MRS. AGNES DUNCAN, *Penmanship*.

SUBSTITUTE TEACHERS.

RICHIE DICKEY, MAMIE DICKEY,
KATE GRONEWEG, MRS. CLARA M. BOPE.

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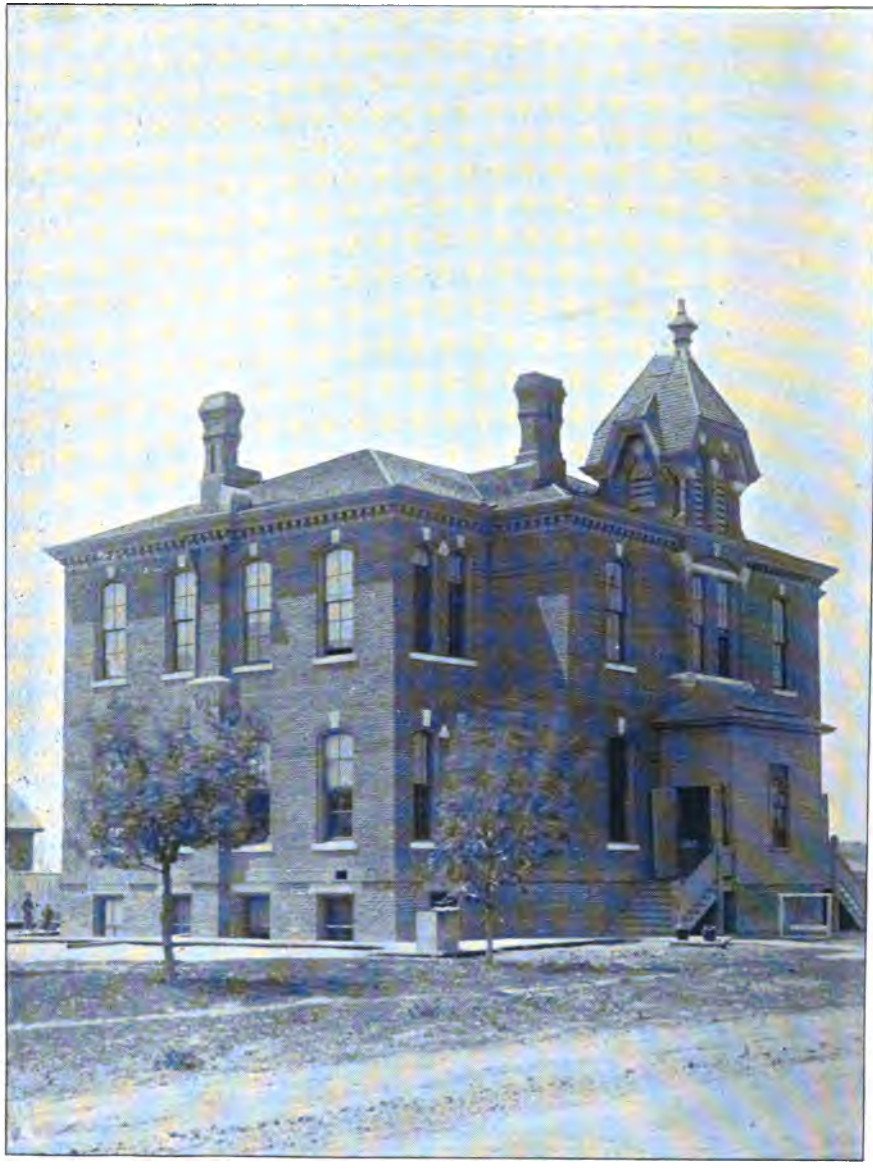

EIGHTH AVENUE SCHOOL—EIGHTH AVENUE AND SIXTEENTH STREET.

SEATING CAPACITY 200.

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ALUMNI.

CLASS OF 1871.

John W. Baird,
Orville Dekay.
Mrs. Kate Stone Meigs,
Mrs. Lena Barnett Chase,

CLASS OF 1872.

Mrs. Mary Warran Daily,
Vernie Reynolds,
Mrs. Hattie Williams Gray,
Mrs. Ida Kirkpatrick Shepard,
Mrs. Lizzie Oliver Gleason,
Mrs. Ingleetta Smith Ware,

CLASS OF 1873.

Finley A. Burke,
Mrs. Maggie Field Glover,
Mrs. Ella Stinson Pumphrey.
Mrs. Clara Newton Bope,
*Mrs. Eva Borroughs Halgh,
Stella Graves,
Herman Partsch,

CLASS OF 1874.

Mrs. Parthenia Jeffries Burke,
Henley Lee,
Forrest Smith,
*Mrs. Lizzie Casady Burke,
Mrs. Frankie Rice Otis,
Mrs. Jennie Patton Weidensall.
Charles M. Harle,
Dr. Frank W. Porterfield,

CLASS OF 1875.

Mrs. Coral Fleming Askwith,
Eugene A. Houghton,
Lillie Millard,
Mary Michelson,
Gertie Sharp,
*Mrs. Lizzie Knabe Barstow.
Ernest E. Hart,
Arthur L. Munger,
*Martin Reynolds,
Mrs. Emma Slyter Stewart.
Horace Evans,
Mrs. Lottie Oblinger Harle,
Bella Merwin,
George D. Rice,

CLASS OF 1876.

Charles J. Baker,
Alvin J. Caughey.
Mrs. Anna Blanchard Entrikin,
Mrs. Carrie Rice Brooks,
Hettie Ross,
Mrs. Eva DeKay Stewart,
Nrs. Eva Hewitt Beach,
Mrs. Ella Hewitt Cowles,
Mrs. Nellie Graves Eels,
*Mrs. Ada Crockwell Keith,
Mrs. Nellie Blanchard Swan,
Dr. Herbert A. Woodbury,
Mrs. Lillie Keller Brown,
Lizzie Crocker,
Mrs. Rachel Fisher Harman,
Mrs. Isabella Fairman Paulson,
Lizzie Stewart,
Mrs. Mamie Rue Wright.

CLASS OF 1877.

Mrs. Constance Williams Benson,
Kate Payne,
Laura Scott,
Frank H. Evans,
Mrs. Lucy Williams Smith,
Mrs. Josie Knabe Tate,
Mrs. Lizzie Randall Odell.
Mrs. Kate Hooton Sprague,
Mrs. Susie Baldwin Walker.

CLASS OF 1878.

Mrs. Carrie Thickstun Ballinger,
Mrs. Ida Harris Beno,
Bettie Graves.
Mrs. May Baker Restarick,
Walter E. Tostevin,
Mrs. Effie Patton Bowman,
Mrs. Alice Mottaz Cooper,
Mrs. Mary Reese McMillan,
Walter I. Smith,
Della Thrall.
Kate Blaxsim,
Mrs. Ida Noack Frazier,
Mrs. Laura Casey McBride.
Edgar H. Scott,

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CLASS OF 1879.

Mrs. Jennie Millard Ashton,
Anna Oberholtzer.
Dr. Fred W. Houghton,
Mrs. Jennie Beebe Houghton,

CLASS OF 1880.

Galen Allison,
Henrietta Donahey,
Dell G. Morgan,
Barbara Anderson,
Mrs. Etta Tabor Durfee,
George F. Wittum,
William Baird,
*Mrs. Ida Cook Hall,
Mrs. Mary Marshall Wells,

CLASS OF 1881.

Mrs. Carrie Shepard Barstow,
Kate Gerner,
J. R. Tate,
Mrs. Lena Wilson Collister,
Mrs. Carrie Duncan Hanna,
Kate Treynor.
Mrs. Olive Woodbury Greenlee,
Mrs. Lu Millard Spooner,

CLASS OF 1882.

Nellie Clarendon,
Mrs. Effie Moon Smith,
Nellie Sackett,
Mrs. Lena Peterson Woods.
Mrs. Nellie Rain Haag.
Mrs. Vinnie Roosa Osborne,
Mrs. Mollie Keatley Shattuck,
Mrs. Tillie Autenreith Montgomery
Mrs. Romie Lyon Risser,
Mrs. Mary Mottaz Tucker,

CLASS OF 1883.

Luey Blanchard,
Mrs. Kate Ronan Larson,
Dr. Charles Woodbury,
Mrs. Alice A. Baker Burnett,
Ella McIntosh,
*Inez Young,
Myrtle Boardman,
Grace Swearingen,
Carrie Zurmuehlen.

CLASS OF 1884.

Janie Baldwin,
Mrs. Anna Mayes Allison,
W. H. Plumer,
Phœbe Shontz.
Agnes Blanchard,
Clara Myers,
May Sims,
Mrs. Jannette Gerner Lange,
Mrs. Ruth Phillips Shepherd,
Mary Swanson,

CLASS OF 1885.

Ada Bolin,
Mary A. Damon,
Lemuel G. Knotts,
John Sylvester,
*Amanda Zurmuehlen.
Anna Bowman,
Mrs. Male Oberholtzer Davis,
Maude Oliver,
Ida Wallace,
Helen Spooner.
May Cole,
Roberta Hattenhaur,
Mrs. Margaret Shontz Crowther,
Licia Young,

CLASS OF 1886.

Mrs. Mary Josselyn Allen,
Goerge H. Mayne,
Emmet Tinley.
Mary Davenport,
Elsie Pusey,
Mrs. Julia Judson Cook,
Stella Sutton,

CLASS OF 1887.

Ada Ainsworth.
Dora Grass,
Mrs. Mary Munson Osborne,
Emil Schurz,
Mrs. Myra Briggs Compton,
Nannie Hardin,
Lottie Pile,
Mary Tinley.
Josie Clausen,
Iva Hattenhaur Wells,
Mrs. Clara Southwell Strock,

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CLASS OF 1888.

Margaret Britton,
Edith Fletcher,
Grace V. Heffley,
Mary E. Oliver,
Mary Killmore.
Lena Clausen,
Charles Huntington,
Edwin Mitchell,
Paul Tulleys,
Mrs. Clara Clifford Van Tassen,
Jennie Howe,
Mary McMillan,
Lena M. Wallace,

CLASS OF 1889.

Wm. J. McD. Brock,
Pearle Chamberlin.
Mrs. Lena Van Geison Fuller,
Lilian Hart,
Nellie Parsons,
Lee Witter.
Lena Beadle,
Richie Dickey,
Frederick Grass,
Hulda Luchow,
Julia Walker,
Helen Bowman,
Grace Foster,
Carrie Henn,
Jennie Pile,
Ernest Woodbury, jr.,

CLASS OF 1890.

Flora May Autenreith,
Charles Roland Crockwell,
Minnie Evalena Johnson,
Carrie Maude Morgan,
William F. Siedentopf,
Amelia Ann Zipf.
Laura Anne Couch,
Dora Hood,
Edwin Stanton McCrary,
Nettie May Morris,
Flora Elizabeth Van Order,
Florence Teresa Coyne,
Mary Innes,
Delilah May Mikesell,
Luvilla Pralor,
Nellie K. Zurmuehlen.

CLASS OF 1891.

Lottie Beadle,
Jennie Bull,
Agnes M. Coyne,
Elsie P. Honn,
Hannah McMillan,
Louisa A. Boesche,
Louise Carson,
Mary E. Devol,
Lilian M. Jackson,
Maie I. Scofield.
Theo. Brewer,
Vinnie V. Carley,
Gertrude I. Gleason,
Susie Jones,
Wm. R. Tyndale.

*Deceased.

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ERRATA.

Reverse the first two columns in the table on page 62.

The Washington Avenue total on page 57 should be 452.4.

The seating capacity of some buildings has been increased for 1891-2.

Read heading on pages 69-76 "Grammar Grades."

REVISION.

The Secretary and Treasurer of the Board for the year 1891-2 are respectively E. E. Wright, 39 Pearl Street, and Ferdinand Wies, 200 Main Street.

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